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ABSTRACT

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes, in which the documents are organized alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

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1978 Volume 11 Number 3

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The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

CE 017 255

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- **Generating knowledge through research,**
- **Developing educational programs and products,**
- **Installing educational programs and outcomes,**
- **Operating information systems and services,**
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   - ☐ Research priorities
   - ☐ New contracts and grants
   - ☐ News column or special features
   - ☐ Calendar of events
   - ☐ Dissertations in progress
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d. **Currency.** Provides current awareness of products and projects.	E	VG	G	F	P

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Funding Information

Project Title:	National Center for Research in Vocational Education, Clearinghouse Function
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Project Number:	498AH80003
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Source of Contract:	Department of Health, Education, and Welfare (DHEW) Office of Education Bureau of Occupational and Adult Education Washington, D.C. 20202
Project Officer:	Paul Manchak
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Project Director:	Robert E. Taylor
Clearinghouse Director:	Wesley E. Budke
Disclaimer:	This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.
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CE 017 255

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means ficrofiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable)."

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

ED 137 505 08 **CE 009 927**

Lee, Arthur M.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Note—188p.; For a related document see CE 010 512

Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs

Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 140 075 CE 011 496

Kleene, Marvin D. Priebe, Donald W.

Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study.

Journal Cit—BBB07814RMQ66000

North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 73

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrative Personnel, *Agribusiness, Agricultural Machinery, Business Administration, Delivery Systems, *Educational Attitudes, *Educational Needs, Farm Management, *Management Education, Managerial Occupations, Marketing, Needs Assessment

Identifiers—North Dakota

Conducted as part of a Farm Management Education Research and Development Project which was examining the use of variations of the Farm Management Education Program in meeting the managerial needs of agribusinesses, the descriptive study reported here was done to determine attitudes of 359 farm implement dealership managers in North Dakota towards their needs for selected areas of management education. Chapter I briefly discusses the background, significance, purpose, objectives, and delimitations of the study, while chapter II is a review of the literature. A brief description of the population, the research methodology (designing and mailing questionnaires), and data analysis, including a computer program using the chi square test for independence, comprise chapter III. Chapter IV summarizes profile data of the implement dealership managers, including position, tenure, age, educational level, and size of business. Chapter V presents the mean scores for responses to 32 items regarding the importance of selected management skill areas in an educational program, and chi square values for association between these responses and selected managerial profile data. The responses to a questionnaire item requesting that varied types of educational agencies be rated as possible program sources are presented in chapter VI. Chapter VII summarizes the findings and presents nine conclusions. The questionnaire, a summary of frequency responses to the 32 skill area questions, and a summary of chi square values are appended. (EM)

ED 140 077 CE 011 500

Mandy, Russell M. Stapleton, Clement E.

Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.

Journal Cit—RMQ66000ZQU97865

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—OEG-5-74-0145

Pub Date—Jun 75

Note—194p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Agency Role, *Articulation (Program), Cooperative Planning, Curriculum Development, Educational Development, Inservice Education, Inservice Programs, Interagency Cooperation, Interinstitutional Cooperation, Models, *Post Secondary Education, *Program Coordination, Program Improvement, Regional Cooperation, *Secondary Education, Staff Improvement, State Programs, *Vocational Education, Workshops

Identifiers—*Wisconsin

In Wisconsin, different agencies administer vocational education on the secondary and postsecondary levels. Students and educators at both levels have reported substantial duplication of course content, texts, reference materials, equipment, and instructional processes. Therefore, a project was designed to expand and improve articulation (that is, communication, cooperation, and coordination of curriculum) between the two levels. A major contribution of the project was to plan and conduct a series of district workshops for vocational educators designed to upgrade staff capabilities to expand and improve articulation. Approximately 800 educators participated in the workshops. An evaluation questionnaire was randomly distributed to about 100 participants, 86% of whom responded. Responses were positive and supportive of the articulation project and workshops, and most participants indicated they wanted followup workshops. It was concluded that the articulation workshops did help upgrade staff capabilities. Among the recommendations were suggestions that articulation efforts be both horizontal and vertical in nature, that they encompass K-16 grade levels, and that they be expanded beyond just curriculum articulation. Based on responses from workshop participants and on the observations of project staff, a schematic model was generated to provide a guideline for future program implementation. (LMS)

ED 140 079 CE 011 510

Tadlock, Larry

Assessing High School Vocational Students' Attitudes Toward Travel Away from Their Home Schools. Final Report.

Journal Cit—ZBQ93205

Kennewick School District 17, Wash.Mossyrock School District 206, Wash.

Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date—Jul 76

Note—57p.; Best copy available

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*High School Students, Regional Cooperation, School Districts, School Surveys, Secondary Education, Skill Centers, State Surveys, *Student Attitudes, *Student Mobility, Student Motivation, Student Recruitment, *Travel, Vocational Counseling, *Vocational Education, Vocational Training Centers

Identifiers—*Washington

To assess the attitude of high school students toward travel away from their home school for vocational training, a two-part study was conducted. The objective of the first part was to determine the number of students in the State of Washington who actually traveled away from their home schools for vocational training and of the second part to identify those factors which influence students' decisions to travel or not. Primary sources of data included information from the office of the State Superintendent of Public Instruction, earlier State studies, questionnaires, and telephone and personal interviews. A limitation of the study was that it was not based on a probability sample. It was found that while most students were willing to travel away from their home schools for vocational training, few actually did so. Factors found to influence a student's decision to travel or not included lack of knowledge and awareness of courses offered away from the home school, inability to relate their future occupational goals to the vocational courses offered, and career counseling and recruitment efforts. Students were also found to prefer to travel to a vocational training institution other than a neighboring high school. Finally, it was concluded that the keys to successful skill center operations include maintaining a good program reputation, establishing a good communication network, insuring the strong commitment of the participating districts, and choosing a good location. Appendixes include survey forms and results of surveys of students, administrators, counselors, and teachers. (Author/LMS)

ED 140 080 CE 011 511

Forrester, Gene Steele, David A.

Course Outlines in Vocational Agriculture. Research Project.

Journal Cit—BBB09463

Washington Research Coordinating Unit for Vocational Education, Olympia.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—51p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Engineering, Agricultural Production, Agricultural Research Projects, Animal Science, Curriculum Guides, Forestry, *High School Curriculum, Horses, Ornamental Horticulture, Secondary Education, Soil Science, *Vocational Agriculture

Identifiers—Washington

Following a two-page summary of a project conducted to develop course outlines for the approved vocational agriculture courses taught in the State of Washington high schools, this document presents course outlines and lists of recommended instructional materials for the following courses: Production Agriculture (including Agriculture I–Introduction to Agriculture, Agriculture II–Crop Production and Introduction to Soil Science, Agriculture III, and Agriculture IV); Horse Husbandry; Agriculture Mechanics (Beginning, II, III, Agricultural Building Construction, and Advanced); Ornamental Horticulture (Beginning and Advanced); Forestry I; and Logging Forestry Practices. A typical course outline consists of the title of the course, unit titles, topics to be covered under each unit, and days allotted for each topic. (LMS)

ED 140 081 CE 011 515

Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.

Journal Cit—BBB03622

Morin (Alfred J.) and Associates, Washington, D.C.

Spons Agency—Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date—[74]

Note—302p.

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—*Administrator Education, *Career Education, Elementary Secondary Education, *Inservice Teacher Education, Program Development, *Program Effectiveness, Program Evaluation, State Programs, Surveys, Tables (Data), *Teacher Centers, Teacher Workshops, *Vocational Education, Workshops

Identifiers—*Georgia

The Georgia State Department of Education engaged in the development of three Career and Vocational Teacher Education Centers (located at the University of Georgia, Georgia State University, and Georgia Southern College) during the 1972-73 school year. Their primary purpose was to provide an interdisciplinary approach to their teacher education programs by offering more relevant short-term inservice training for teachers and administrators who were beginning to incorporate career education into their respective classrooms and schools. The centers presented workshops during the summer of 1972, provided technical assistance to school districts through onsite visits during the school year, and coordinated the efforts of their own institutional departments in terms of career education. In this final evaluation report, sections 1 and 2 describe the procedures used by the evaluation team in collecting and analyzing data obtained from the questionnaires mailed to both summer workshop participants and to nonparticipants. Sections 3 through 6 deal with data presentation, data interpretation, and evaluation findings on a component by component basis for each center. The data presentation and data interpretation for the questionnaire administered to superintendents and principals is described in section 7 along with the information obtained from the onsite interviews and related evaluation findings. Section 8 presents the major recommendations of the evaluation team based upon the evaluation findings. (WL)

ED 140 082 CE 011 516

Gray, Kennedy E., Ed. Petrie, William J., Ed.

Annual National Vocational Education Personnel Development Seminar. (8th, Madison, Wisconsin, October 28-31, 1974). In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.

Journal Cit—BBB09463RUF67055

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jan 75

Note—158p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Change Strategies, Conference Reports, Educational Accountability, Educational Change, Educational Trends, *Inservice Education, *Inservice Programs, Inservice Teacher Education, *Performance Based Education, Professional Personnel, School Industry Relationship, *Staff Improvement, *Vocational Education

This report contains the proceedings of a seminar on "In-service Vocational Education Personnel Development for the 1980's," which consisted of two keynote addresses, a series of presentations, and group discussions. Chapter I, The Context of Inservice Education, includes three presentations: Philosophical Bases, Trends, and Issues for Inservice Education (keynote address); Vocational Education and Requirements of Inservice Education for the 1980's; and Responsibility and Accountability for Inservice Vocational Education. Chapter II, Industry, Business, and Education Cooperation, contains three presentations which discuss inservice personnel development programs and patterns in Texas, Oklahoma, and New York. Chapter III includes five presentations on competency/performance-based personnel development. Chapter IV, Models, Strategies, and Change, contains the following three titles: A Model to Evaluate Inservice Personnel Development in Vocational-Technical Education; Strategies of Personnel Development for Vocational Education in Canada; and Change in the Schools or the More Things Change the More They Seem to Remain the Same (keynote address). In chapter V, the proceedings include reports of six discussion groups: Principles and Strategies of Inservice Personnel Development; Needs Identification for and Program Evaluation of Inservice Personnel Development; Supervising Teachers: Selection, Renewal, and Rewards; Recertification and Competency-Based Standards; Trends, Issues, and Problems of Inservice Teacher Education; and Career Development for Professional Personnel. Appendixes contain the seminar program and a list of seminar staff. (LMS)

ED 140 083 CE 011 519

Tobin, Robert I. And Others

The Way It's Working: An Evaluation of the Boston Career Exploration Project.

Journal Cit—BBB14634MGG47250

American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.

Spons Agency—Boston Public Schools, Mass. Dept. of Occupational and Vocational Education.; Massachusetts State Board of Education, Boston.

Pub Date—Jan 77

Note—141p.; For a related document see ED 130 071

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, Career Exploration, Case Studies, Curriculum Development, Financial Support, *Middle Schools, Models, Pilot Projects, Program Coordination, *Program Effectiveness, Program Evaluation, School Districts, Secondary Education, Staff Utilization, State School District Relationship, *Student Attitudes, *Teacher Attitudes, Teacher Role

Identifiers—Massachusetts, *Massachusetts (Boston)

A study was conducted to evaluate the Boston Public Schools Career Exploration Project. The project model contained assumptions regarding need for a significant amount of funding, a teacher training program, phased implementation with a concentration of effort in pilot schools, substantial amounts of materials, creation of positions of leadership, creation of cross-disciplinary teams, and an evaluation component. The evaluation approach included 77 teacher interviews and 54 student interviews at the 12 pilot middle schools and 7 questionnaires completed by representatives of the 14 partial-implementation middle schools. Major findings and conclusions are (1) that the majority of teachers interviewed are using career education materials and have initiated career education activities in their classes, (2) that the program has increased communication among school team members but still needs to involve more school staff, parents, and representatives of the business community, and (3) that six of the pilot schools now have career information centers. Although the overall model for change was mainly supported by the findings, a refocusing of effort is needed in the next phase with regard to identification and use of students' career choices and interests; greater emphasis on curriculum adaptation and development by individual teachers; time for increasing staff involvement in program development and coordination; and coordination of Boston and State fiscal and program planning efforts. (Appended are individual profiles of the 12 pilot school programs including recommendations.) (JT)

ED 140 088 CE 011 557

Hill, Mary Lou

Implementing Career Education. Concept and Process.

Journal Cit—RMQ66000

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—25p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 ($0.65)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Concept Formation, Educational Objectives, *Elementary Secondary Education, *Inservice Education, *Instructional Design, Instructional Materials, Occupational Guidance, Program Evaluation, Staff Improvement, Workshops

Designed for use in career education workshops and other staff development activities of persons in schools and the community who are responsible for promoting, planning, implementing, and evaluating career education in a school or district, formulating school policies and procedures, and designing or revising curriculum, this guide was prepared to meet California's staff development needs regarding the techniques and strategies for implementing career education in grade levels K-12. It is intended for use as both a workshop resource and a group or individual self-study guide. The content is presented in two segments, each one consisting of behavioral objectives, content, and three group session discussion points that include time limits and discussion topics and activities: (1) Career Education Concept covers the need and rationale for career education, career development as a conceptual framework, definitions of career education, and the components, principle ideas, and goals of the career education approach to education; and (2) Career Education Process contains guidelines for planning, implementing, and evaluating career education activities, including needs assessment; preparing the implementation design; and promotion, support, staff development, instruction, and guidance activities. Arland N. Benson's nine steps for implementing career education and a list of references conclude this guide. (EM)

ED 140 089 CE 011 558

Implementing Career Education. An Administrator's Handbook.

Journal Cit—RMQ66000

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—27p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 $0.65)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrative Principles, Administrator Guides, *Administrator Responsibility, *Career Education, *Elementary Secondary Education, Financial Support, Inservice Education, *Program Administration, Program Development, Program Evaluation, Program Planning, Resource Allocations

Utilizing the findings of the research and development activities conducted by California's Career

Education Task Force at 36 school district demonstration sites to develop prototype career education models in grades K-12 and adult classes, this handbook was developed to provide administrators with procedures for the infusion of career education into an ongoing school program. Following a brief introduction to career education, five components of career education program infusion are covered: (1) Planning a Career Education Program (a systems approach to implementing career education, and developing the implementation plan which involves developing a rationale for change, determining subject and grade level involvement, developing goals and objectives, determining staff development needs, planning a staff development program, identifying curriculum areas that require revision, providing for resource materials, determining administrative procedures, obtaining and allocating resources, developing a time chart, determining assessment procedures, and ensuring program continuance and growth); (2) Organizing the Program (selecting a manager, establishing task forces and an advisory committee, selecting consultants, and establishing communications channels); (3) Obtaining Resources for the Program (budget categories and sources for funding and other resources); (4) Implementing the Program (getting started, staff development considerations, and materials development); and (5) Evaluating the Program (obtaining feedback, and designing the components for evaluating program management, staff development, materials development, selection and use of materials, implementation, and instrumentation). (EM)

ED 140 090 CE 011 559

Implementing Career Education. Community Involvement.

Journal Cit—RMQ66000

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—30p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 ($0.65)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, *Career Education, *Community Involvement, Community Organizations, *Community Resources, Elementary Secondary Education, Guidelines, Parent Participation, Parent School Relationship, *School Community Cooperation, *School Community Relationship, Teaching Guides

This handbook for teachers, counselors, and administrators in K-12 schools provides information and a suggested procedure for designing and implementing the community resource component of career education, as found in California's model utilizing community resources as instructional agents and settings. The content is covered under six areas as follows: (1) The need for staff development for school personnel, identifying available community resources, and categories of resources; (2) the benefits of career education and the values of a new learning environment created by utilizing community resources; (3) a seven-step procedure for using community resources; techniques for establishing links with resources; the use of the business sector, labor and community organizations, and students' families as resources; the need for coordination and consolidation to effectively use resources; maintaining community resources, including obtaining feedback, having a personal interview followed by a letter, and using the telephone; the use of the school environment as a resource; and the dissemination of community resource information; (4) examples of exemplary school/community practices that have aided in implementing career education; (5) the need for parental involvement with guidelines and suggested activities for this involvement, and suggestions for parents wanting to help their children plan careers; and (6) an overview regarding community resources for minority students. A glossary of terms and a list of selected references are included. (EM)

ED 140 091 CE 011 560

Implementing Career Education. Nine Model Practices.

Journal Cit—RMQ66000

California State Dept. of Education, Sacramento. Vocational Education Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—30p.; For related documents see CE 011 557-560

Available from—Publications Sales, California State Department of Education, Post Office Box 271, Sacramento, California 95802 ($0.65)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Change Strategies, Community Resources, Cooperative Programs, *Educational Change, *Educational Practice, Elementary Secondary Education, Fused Curriculum, *Group Activities, Guidance Centers, Instructional Innovation, Interdisciplinary Approach, Organizational Communication, School Community Cooperation, Surveys

Identifiers—California

A study of career education was done in California to develop a conceptual model that describes the cooperative activities (intradisciplinary, interdisciplinary, multidisciplinary) within the school setting, identify promising practices that use cooperative activities to enhance the implementation of career education, and make recommendations regarding the incorporation of the results into an in-service program media presentation. A list of six factors (administrative, personnel development, community, guidance, instructional, and curriculum) used to organize and structure school programs was prepared to direct the inquiry about cooperative activities (helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a goal). Data were collected from six career education demonstration sites in southern California via a telephone interview with a site contact person followed by onsite systematic exploratory interviews with the contact person, school personnel, students and parents, and members of the business, industrial, labor, and general community. The nine promising school practices identified are curriculum legalization, communications, community resources, instructors' handbook, career guidance centers, careers fair, minisocieties, community classrooms, and construction technology. (Each practice is described and strategies for and considerations affecting implementation are discussed; six conclusions are presented; and the program factors, telephone interview form, and systematic exploratory interview form and technique are appended.) (EM)

ED 140 092 CE 011 586

Schroeder, Paul E. Dozier, Earnestine A.

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Oct 75

Contract—300-750-276

Note—62p.; For related documents see CE 011 178 and CE 011 586-590 ; Tables may reproduce poorly because of small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Data Collection, Information Dissemination, *Information Networks, Information Processing, Information Retrieval, Information Services, Information Storage, *Information Systems, *Instructional Materials, Media Selection, *Military Training, National Surveys, Post Secondary Education, Secondary Education, *Systems Development, *Vocational Education

This document represents the first of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report identifies, reviews, and analyzes existing information and retrieval systems with the idea that aspects of several of the existing systems could be incorporated into the proposed SYSTEM. The first section presents brief descriptions of 13 information systems, covering funding sources, scope of information coverage, information input sources, products and services, and user groups for each system. The second section consists of nine tables designed to facilitate compilation, review, and comparison of the different information systems. Each table gives the name of the system and the following information: Geographic acquisition and distribution coverage and type of information acquired, primary users, media classification, information acquisition, information selection, information processing, information storage, products and services, and management structure. Conclusions, implications, and recommendations appear in the third section. A summary states that a new information system need not be developed but rather a centralized system which would pull together activities, people, facilities, and products and services from existing information systems and which would add its own products and services when necessary. A bibliography is included. (LMS)

ED 140 093 CE 011 587

Dozier, Earnestine A. And Others

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—300-750-276

Note—116p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Information Needs, *Information Networks, Information Services, *Information Systems, Information Utilization, *Instructional Materials, Media Selection, *Military Training, National Surveys, Needs Assessment, Post Secondary Education, School Surveys, Secondary Education, *Systems Development, Use Studies, *Vocational Education

This document represents the second of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report discusses a survey involving 175 educators in 88 secondary and postsecondary schools to determine civilian educator experiences with the acquisition and use of military curriculum materials and to identify desirable characteristics of a centralized SYSTEM. An introductory chapter conveys the need and purposes of the survey. Chapter II, Review of the Literature, contains sections on similarities between military and civilian jobs, the use of military-developed materials in civilian schools, acquiring military materials for civilian use, advantages of using military curriculum materials, and potential

problems in using military materials in civilian schools. Chapter III describes the methodology of the survey. In chapter IV, the findings of the school survey are summarized under the following categories: Background information selection and acquisition of materials; use of materials; curriculum materials needs; and desirable characteristics of a new SYSTEM. Chapter V contains conclusions of the survey, implications and recommendations for design of the SYSTEM, and recommendations for further research. Appendixes include survey forms, correspondence related to the survey, and lists of curriculum priority areas. (LMS)

ED 140 094 CE 011 588

Budke, Wesley E.

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 76

Contract—300-750-276

Note—35p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Information Needs, *Information Networks, Information Processing, Information Services, *Information Systems, *Instructional Materials, Library Acquisition, Media Selection, *Military Training, National Surveys, Needs Assessment, Occupations, Post Secondary Education, School Surveys, Secondary Education, *Systems Development, *Vocational Education

This document represents the third of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular report explains how curriculum priorities were determined; specifies strategies for selecting curriculum materials; and outlines procedures for identifying, selecting, and acquiring military curriculum materials. The first section discusses surveys conducted of State curriculum coordinators and deans of instruction of postsecondary institutions to determine curriculum priorities. A table shows which occupations received high priority in the State and postsecondary surveys. The second section discusses strategies for selection of materials needed for design of the SYSTEM, selection of courses relevant to curriculum priorities, and selection of materials within a course. A third section covers procedures for identifying, selecting, and acquiring military curriculum materials during the developmental stage of the SYSTEM and makes general recommendations on how to maintain the SYSTEM once it is implemented. Appendixes include survey letters and forms and tables indicating curriculum priorities at the secondary and postsecondary levels. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 095 CE 011 589

Budke, Wesley E.

Index of Military Curriculum Materials Related to Civilian Vocational Programs.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—300-750-276

Note—268p.; For related documents see CE 011 178 and CE 011 586-590

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Abstracts, Correspondence Courses, Course Descriptions, Indexes (Locaters), *Information Networks, *Information Systems, *Instructional Materials, *Military Training, Occupations, Post Secondary Education, Secondary Education, *Systems Development, *Vocational Education

Identifiers—Air Force, Army, Coast Guard, Marine Corps, Navy

This index represents the fourth of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. The bulk of this particular document consists of abstracts of the civilian-related resident military courses acquired from the Air Force, Army, Coast Guard, Marine Corps, and Navy during the project. Listings of nonresident correspondence courses and incomplete resident courses are also included in the index. Each one-page course abstract includes course title, military course number, "Dictionary of Occupational Titles" number, Department of Defense number, Office of Education occupational cluster, developer of the course, hours of instruction, military curriculum approval date, and course description. The course description provides information about the type of training offered, prerequisites, kind of instructor and student material available, audiovisual aids suggested for use with the course, and the approximate number of pages of printed material. Each listing contains the title of the course, military course number, source, and occupational cluster. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 096 CE 011 590

Budke, Wesley E.

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jun 76

Contract—300-750-276

Note—82p.; For related documents see CE 011 178 and CE 011 586-590 ; Some parts may reproduce poorly because of small print

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Data Collection, Information Dissemination, Information Needs, *Information Networks, Information Processing, Information Retrieval, Information Services, Information Storage, *Information Systems, *Instructional Materials, Library Acquisition, Media Selection, *Military Training, Post Secondary Education, Secondary Education, *Systems Development, *Vocational Education

This document represents the fifth of five components of a project conducted to design a comprehensive information system (termed SYSTEM) for identifying, selecting, and disseminating relevant military curriculum materials to civilian vocational and technical education programs. This particular document suggests the design, operating procedures, and implementation strategies for the SYSTEM. In addition, several SYSTEM alternatives are proposed along with some speculation about their possible effects on cost and SYSTEM effectiveness. Chapter I introduces the need for the SYSTEM and discusses SYSTEM requirements. The chapter also covers the design, management, and coordination of the SYSTEM. Chapter II treats in more detail the four interrelated components of the design: Acquisition and selection, materials preparation and referencing, duplication and distribution, and user services. Chapter III contains a recommendation for SYSTEM implementation, a strategy for making materials available, a strategy for achieving user awareness and utilization, and an implementation schedule. Chapter IV discusses SYSTEM alternatives, some of which would increase the scope of work and others which would decrease the scope of work. The potential of an expanded system is also examined. (The final report of the project, which provides an overview of all project components, and reports of the other four components are available and abstracted separately.) (LMS)

ED 140 097 CE 011 624

Bonner, Harold S. Herndon, Mogo

To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.

Journal Cit—BBB14615RMQ66000

Prairie View A and M Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas State Dept. of Community Affairs, Austin.

Pub Date—Jun 76

Contract—OEG-0-75-0389

Note—115p.; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, Cooperative Planning, Delivery Systems, Disadvantaged Groups, *Educational Coordination, Educational Facilities, *Federal Programs, Job Training, *Program Administration, *Public Schools, Rural Education, State Federal Aid, Surveys, *Vocational Education

Identifiers—*Comprehensive Employment and Training Act, *Texas

A study was done to determine the feasibility of using public schools as a delivery system for training the disadvantaged in rural areas, and to identify those factors which have prevented the establishment of meaningful working relationships between manpower training providers and vocational personnel. Utilizing a questionnaire and personal contact at workshops, data were collected from public schools which participated in Texas's Rural Impact Program while a modified Delphi Method was used to obtain opinions from a group of experts comprised of sponsors, administrators, planners, field workers, and project directors of Comprehensive Employment and Training Act (CETA) and vocational programs at the local, State, and Federal levels. Findings led to 16 major conclusions including (1) The Rural Impact Program that was conducted throughout the State of Texas demonstrated that CETA and vocational funds can be combined for the purpose of implementing a broad comprehensive program for the disadvantaged and (2) adult classes can be taught in public schools during regular school hours, but an extensive educational program for the general public will be required. (Recommendations are made regarding State and Federal legal and administrative procedures which would facilitate coordination and cooperation. The appendix comprises about one-half of this report and includes the questionnaires, summary of Delphi observations, and a community services directory on vocational and CETA coordination procedures.) (EM)

ED 140 098 CE 011 704

Valentine, Lonnie D., Jr.

Prediction of Air Force Technical Training Success from ASVAB and Educational Background.

Journal Cit—BBB04304

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-77-18

Pub Date—May 77

Note—31p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Aptitude Tests, Armed Forces, *Educational Background, Military Service, Military Training, *Predictive Validity, Race, *Racial Discrimination, Sex (Characteristics), *Sex Discrimination, Statistical Surveys, Success Factors, Technical Education, Test Results, Test Validity, Vocational Aptitude
Identifiers—*Air Force, *Armed Services Vocational Aptitude Battery

A study was conducted to investigate the validity of the Armed Services Vocational Aptitude Battery (ASVAB) and of educational data for Air Force technical training, to investigate the unique contribution of both educational data and test data in predicting Air Force technical training success, and to assess homogeneity of prediction equations for sub-groups defined by race and sex. Data were collected by using ASVAB-Form 3 for all Air Force nonprior service enlisted accessions from September 1973 through October 1975. The analyses included 43 clusters of enlisted training courses (for example, intelligence, audiovisual, and weather). Both test data and educational background data proved useful for prediction of Air Force technical training performance; moreover, when used in combination with each other, more accurate predictions were possible than through the use of either alone. Generally, test data alone provided more accurate predictions than did educational background alone. In many instances, separate race or sex group prediction equations were not homogeneous (i.e., the sub-group equations differed from each other enough that added accuracy in prediction could be achieved by using a separate equation for each subgroup). Predictions based on educational information were more susceptible to race bias than those based on test data. (Tables of data appear throughout the report.) (LMS)

ED 140 099 CE 011 707
Kern, Richard P. And Others
Guidebook for the Development of Army Training Literature. Combat Training Techniques.
Journal Cit—BBB08873
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Pub Date—Nov 75
Contract—DAHC-19-73-C-0051
Note—358p.; Best copy available
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—Audiences, Editing, *Guidelines, Information Retrieval, *Job Skills, *Manuals, *Military Training, Readability, Readability Formulas, Reading Level, Task Performance, Technical Illustration, *Technical Writing, Visual Aids, *Writing Skills
Identifiers—*Army, United States

Written as an aid for writers of Army narrative training literature, this guidebook emphasizes performance-oriented writing (preparation of literature intended to help someone learn and perform job related tasks). The eight chapters contain extensive examples and illustrations. An introductory chapter discusses why and how the guidebook was developed, what it does, and how to use it. Chapter 2 treats the difference between topic-oriented and performance-oriented writing and gives a number of examples of both. Chapter 3 deals with preparing to write performance-oriented training literature and includes sections on determining who the primary user of the materials is and how to select and organize content. Chapter 4 concentrates on estimating the primary user's reading level and estimating the reading gap between the writer and the reader. The chapter also includes a section on what makes writing difficult to read. Chapter 5 includes examples of materials that have been revised, with the "before" on the left hand page and the "after" on the right hand page for comparison. Chapter 6 discusses why, when, and how illustrations should be used and gives "before" and "after" examples. Chapter 7 discusses information retrieval aids for the user and gives examples. Chapter 8 provides a "sampler" of several effective methods of presenting information. The three appendixes include a readability formula and lists of reference materials for the technical writer. (LMS)

ED 140 100 CE 011 718
Koble, Daniel E., Jr., Comp. Bumstead, James G., Comp.
Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974). Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.
Journal Cit—BBB09463RUF67055
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—Sep 74
Note—162p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Career Education, Change Strategies, *Curriculum Development, Disadvantaged Groups, Handicapped Students, Information Dissemination, Management Information Systems, Special Education, *State Programs, *State School District Relationship, *Vocational Education

This conference report is a compilation of the presentations given at a national professional development seminar for State directors of vocational education and their key curriculum staff members to increase their knowledge regarding curriculum improvement in the following areas: Persons with special needs, dissemination and implementation processes, management information systems, and career education activities. The 17 conference papers are in seven sections and include the following: (1) Adapting Vocational Education Curricula to Meet the Needs of a Changing Society; Vocational Education Programs to Meet the Special Needs of Persons in Michigan; (2) Indiana Personnel Development for the Implementation of New Curriculum Ideas; Oregon's Personnel Development Approach; (3) Colorado's Management Information System Impacts upon Curriculum Decisions; Management Information Systems for Curriculum Improvement in Washington; Management Information Systems for Curriculum Improvement in Oklahoma; (4) Procedures for Implementing Curriculum Changes in Local Education Agencies; The Role of the State Vocational Agency in Curriculum Improvement for Local Education Agencies; (5) Goals and Mechanisms for Curriculum Development; An Industrial Approach to the Development of Instructional Systems; (6) Curriculum Status for Preparing State Personnel Development Supervisors; and (7) Leadership Responsibilities for Vocational Education in Career Education: A New Look; The Place of Vocational Education Preparation in Career Education; International Perspectives on Career Education. (EM)

ED 140 101 CE 011 719
Hicks, Laurabeth H.
Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.
Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—77
Note—16p.; Speech presented at a staff development seminar at the Center for Vocational
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Counseling Programs, *Counselor Role, Educational Legislation, Federal Legislation, *Guidance Functions, *Guidance Programs, Occupational Guidance, Speeches, Vocational Counseling
Identifiers—Education Amendments 1976

This paper discusses in a general way the roles and commitments of guidance workers and counselors, hopes for guidance and counseling programs in the future, and the author's perceptions of the Education Amendments of 1976 (Public Law 94-482). (These amendments authorized guidance and counseling functions to touch people throughout their life spans in educational settings from elementary through postsecondary levels.) The author states that the guidance legislation in this law is probably more comprehensive than any since 1958 and has great potential for shaping the direction of guidance. She also notes that suggested legislation in the form of an omnibus bill would recognize the importance of counselors and guidance workers and the need for guidance and counseling programs as being central to facilitating an optimal learning climate for human development. Questions and answers about the helping roles of guidance and counseling in various settings are included. (MF)

ED 140 102 CE 011 720
Wirtz, Willard Ford, Gerald R.
Bringing the World of Work and the Institutions of Education Closer Together. Two Commencement Addresses at The Ohio State University. Occasional Paper No. 28.
Ohio State Univ., Columbus. Center for Vocational Education.
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Economic Change, *Employment Opportunities, Employment Patterns, *Employment Problems, Employment Programs, Employment Trends, Federal Legislation, *Federal Programs, Government Role, *Human Resources, Labor Market, Older Adults, *School Industry Relationship, Social Change, Speeches, Unemployment, Youth Employment

Two Ohio State University commencement addresses, one by former Secretary of Labor Willard Wirtz in March 1977 and the other by former President Gerald R. Ford in August 1974, deal with the topic of education and work. Willard Wirtz discusses the problems of unemployment among youth and the elderly and cites the need for national education/work policy to resolve the problems. He mentions programs suggested by President Carter and calls for a new economics which would recognize that there is a limitless amount that needs to be done in the country and in the world, and that while some natural resources are in critically short supply, the human resource is boundless. He suggests a viable economics that "puts people in the first place instead of someplace else on down the line." President Ford proposes a new partnership between labor and educators, suggesting that the universities open their doors to working men and women, not only as students but also as teachers, and that labor open its ranks to researchers and problem-solvers of the campuses whose research can give better tools and methods to workers. Ford says that he will ask Congress to extend two laws–one providing for higher education, the other for vocational education; and that he has asked the Secretaries of Commerce, Labor, and Health, Education, and Welfare to report on new ways of bringing the world of work and the institutions closer together. (LMS)

ED 140 103 CE 011 721
Safety and You on the Job.
Journal Cit—BBB11129ZJF95105
West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Spons Agency—Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Note—159p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Accident Prevention, Curriculum Guides, Fire Protection, *Safety Education, Secondary Education, Transparencies, *Units of Study, *Vocational Education, *Work Study Programs

Designed to assist instructors to be consistent with the Fair Labor Standards Act, which requires schools to provide safety instruction to students involved in any type of work experience or on-the-job training program, this curriculum guide presents a program to prepare students to perform their job function in a safe and healthy fashion. There are four units of content, each with two or three lesson plans consisting of the time allotment, terminal objectives, list of teaching materials (including transparencies), list of references, two to seven pages of content outline and script, and an examination with a key. The titles of the four instructional units and associated lesson plans are (1) Fire Safety (What Fire Is, Its Hazards, Sources, and Prevention; Recognition of Classes of Fire-Controlling Fire-Extinguishing Fire); (2) Material Handling (Manual Handling of Materials, Machine Handling of Materials, Handling of Hazardous Materials); (3) Safety Guarding (Personal Protective Equipment, Machine Guards); and (4) Housekeeping and Review (Housekeeping, Review and Evaluation). Sixty-five transparency masters, most of them containing drawings or illustrations, are appended. (EM)

ED 141 493 CE 008 596
Gardner, David C. Warren, Sue Allen
Goal Setting as a Facilitator of Work Performance of Retarded Adults and College Students Differing in Locus of Control.
Pub Date—8 Dec 75
Note—17p.; Paper presented at the American Vocational Educational Research Association Session of the 1975 American Vocational Association Convention (Anaheim, California, December 8, 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Achievement Need, Adults, *College Students, Experimental Psychology, *Goal Orientation, *Locus of Control, *Mentally Handicapped, Objectives, *Performance Factors, Psychological Characteristics, Psychological Studies, *Task Performance

One experiment investigated the relationship of goal setting and locus of control to the work performance of mentally retarded adults and a second experiment was a semi-replication study done on college adults. Two main effects were studied: (1) Method of goal setting (whether a worker set his own goal, had a goal set by a supervisor, or simply observed his own production without setting a goal); and (2) locus of control (whether the subject's locus of control was internal or external). In the first experiment, 48 mentally retarded workers completed a simple task. Setting goals as opposed to not having goals did make a positive difference in production, but it seemed immaterial whether the individual or the supervisor set the goal. Locus of control made no significant difference. A second study was conducted on college students, with the expectation that subjects of higher intelligence would show differences when setting their own goals as opposed to having goals set for them. When 64 university students performed a simple clerical task, neither goal setting nor locus of control seemed to affect performance. The failure to get this result with the college students and the limited effect with the retarded subjects suggest that whether goal setting does or does not improve performance is a function of several factors, including difficulty of task and environmental conditions, and that the relationship between locus of control and work performance is more complex than had previously been thought. (LMS)

ED 141 494 CE 009 515
Clements, Irene
Career Education and Vocational Education: A Comparison.
National Education Association, Washington, D.C.
Pub Date—77
Note—30p.
Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. (Stock Number 1606-8-00, Paper $2.25; Stock Number 1606-4-00, Cloth $5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Advisory Committees, *Career Education, Community Resources, *Concept Formation, *Definitions, Educational Alternatives, *Educational Objectives, *Educational Strategies, Elementary Secondary Education, Fused Curriculum, Inservice Teacher Education, Post Secondary Education, Preservice Education, Staff Role, Student Placement, Teacher Role, *Vocational Education

Differences and similarities between career education and vocational education are explored in the following areas: Definition of terms; individuals served; phases of career education and their relation to vocational education; placement; education and certification of teachers and other personnel; teaching-learning strategies; and advisory councils and steering committees. General overall differences between career education and vocational education are outlined in the final section and include the following: Career education is for all students; vocational education is for students who wish to acquire skills for a particular job or job cluster. Career education spans early childhood and adulthood; vocational education usually begins no sooner than grade 10. Career education emphasizes unpaid and paid employment; vocational education emphasizes paid employment in jobs that require training at less than the baccalaureate degree. Career education concepts are integrated into the ongoing curriculum; vocational education curriculum has as its core substantive content in a trade area. Similar teaching-learning strategies employed by both career education and vocational education are also noted: To work with advisory councils and the business community, and to use guidance services, including placement; however, career education works with representatives from a wide spectrum of occupations and at all skill and professional levels, whereas vocational education works with people who represent the trade area being taught. (TA)

ED 141 498 CE 010 838
Feldman, Marvin
Toward a National Policy for Vocational Education.
Pub Date—5 Dec 76
Note—24p.; Paper presented at joint meeting of NACVE, SACVE, and the National Association of State Directors of Vocational Education (Houston, Texas, December 5, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Cooperative Planning, Educational Needs, Educational Planning, *Educational Policy, Educational Responsibility, National Programs, *Policy Formation, Post Secondary Education, Secondary Education, Speeches, *Vocational Education, Work Attitudes

The importance of having a national policy for vocational education (called for by the National Advisory Council for Vocational Education) is the focus of this speech. After citing and discussing some baseline facts about vocational education's budget and enrollment figures, the author provides several reasons for having a national policy: (1) The scope of responsibility of the vocational education establishment has never been precisely defined, (2) vocational education is uniquely vulnerable to attack from its critics because there is no carefully articulated policy against which its effectiveness can be measured, and (3) the need to strengthen the tradition of local control and adaptability with a clear and comprehensive policy which defines goals precisely so that individual institutions and subsystems can pursue them confidently and systematically. The author also discusses major points from the papers delivered at the vocational education Bicentennial Conference in Minneapolis, Minnesota, such as the work ethic, reshaping employers' approaches to the definition of work, harmonizing vocational educational policy with policy on other related areas, and the need for knowledge of the labor force. Concluding statements cover the author's ideas about the direction which a national policy should take. (HD)

ED 141 499 CE 010 919
Bowman, Judith And Others
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Junior High Volume 7-9.
Journal Cit—BBB09156BBB12921
Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date—76
Note—364p.; For related documents see CE 010 918-921
Available from—Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837 ($12.00)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Course Content, Curriculum Development, *Curriculum Planning, *Educational Objectives, Elementary Secondary Education, Fine Arts, *Fused Curriculum, Junior High Schools, Language Arts, *Learning Activities, Middle Schools, Occupational Guidance, Resource Guides, Secondary School Mathematics, Secondary School Science, Secondary School Teachers, Social Studies
Identifiers—Pennsylvania

Exercises and activities for incorporating career education into the junior high school curriculum (7-9) are contained in this teacher's manual. Activities are developed for language arts (78), mathematics (28) science (22), social studies (42), related arts/fine arts (56), and guidance (19). Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, list of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

ED 141 500 CE 010 920
Bowman, Judith And Others
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Elementary Volume K-6.
Journal Cit—BBB09156BBB12921
Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.; Pennsylvania State Dept. of

Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date—76
Note—461p.; For related documents see CE 010 918-921
Available from—Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837 ($15.00)
EDRS Price MF-$0.83 HC-$24.77 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Course Content, Curriculum Development, *Curriculum Planning, *Educational Objectives, Elementary Education, Elementary School Guidance, Elementary School Mathematics, Elementary School Science, Elementary School Teachers, Fine Arts, *Fused Curriculum, Language Arts, *Learning Activities, Occupational Guidance, Resource Guides, Resource Materials, Skill Development, Social Studies
Identifiers—Pennsylvania
Exercises and activities for incorporating career education into the elementary school curriculum (K-6) are contained in this teacher's manual. Activities are developed for the primary, primary/intermediate, and intermediate levels for language arts (83 activities), mathematics (53), science (32), social studies (91), related arts/fine arts (68), and guidance (24). Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, lists of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

ED 141 501 CE 010 921
Getting Started: A Guide to Writing Your Own Curriculum. The Pennsylvania Guide for Instructional Improvement through Career Education. Senior High Volume 10-12.
Journal Cit—BBB09156BBB12921
Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date—76
Note—498p.; For related documents see CE 010 918-921
Available from—Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837 ($16.00)
EDRS Price MF-$1.00 HC-$26.11 Plus Postage.
Descriptors—*Career Education, Career Planning, Course Content, Curriculum Development, *Curriculum Planning, *Educational Objectives, Fine Arts, *Fused Curriculum, Language Arts, *Learning Activities, Occupational Guidance, Resource Guides, Resource Materials, Secondary School Mathematics, Secondary School Science, Secondary School Teachers, Senior High Schools, Social Studies
Identifiers—Pennsylvania
Exercises and activities for incorporating career education into the secondary school curriculum (10-12) are contained in this teacher's manual. Activities are developed for language arts (112), mathematics (32), science (21), social studies (49), related arts/fine arts (61), and guidance (41). An index of titles is included for each subject area. Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, lists of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

ED 141 504 CE 011 022
Pucel, David J.
The Success of Vocationally Trained Women in Traditionally Male Occupations.
Pub Date—9 Dec 74
Note—20p.; Paper presented at the American Vocational Association Convention (New Orleans, December 9, 1974.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employer Attitudes, Employment Opportunities, Equal Education, *Equal Opportunities (Jobs), *Females, Job Satisfaction, Job Skills, Males, Promotion (Occupational), Research, Salaries, *Sex Differences, Sex Discrimination, *Sex Role, Technical Education, *Vocational Education, Vocational Followup
Identifiers—Minnesota
A study was conducted to examine the ability of women who enroll in traditionally male occupations to receive equal training and equal employment benefits to those of males enrolled in the same programs. (A traditionally male occupation was defined as an occupation which employed 80% or more males.) The eight programs included in the study were those which were defined as traditionally male and which enrolled and graduated females who were successfully followed up. Programs were selected using data obtained from the 1970 Minnesota Census Data and from the Minnesota Vocational Follow-Up System data tapes for 1971-72 and 1972-73 graduates. From the sampling procedure, a total of 21 females from the eight program areas and a total of 21 males were drawn in such a way that there was an equal number of males and females drawn from each program area. Based on the results of the study it appears that the traditionally male instructional programs offered by the Minnesota area vocational-technical institutes are open to women and that women rate the quality of the programs similarly to men. However, few women enter these programs and even fewer complete them. Results imply that not only do proportionally less women get employed in training-related traditionally male occupations but they receive significantly less salary. They also seem to be less satisfied with their jobs and see less potential for advancement. (SH)

ED 141 505 CE 011 043
White, Robert H.
The Little Book on Local VOC/TEC Education Advisory Councils: A Guide.
South Carolina State Advisory Council on Vocational and Technical Education, Columbia.
Pub Date—Mar 77
Note—22p.
Available from—State Advisory Council on Vocational and Technical Education, 809 SCN Center, Main at Lady Streets, Columbia, South Carolina 29201
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrator Role, *Advisory Committees, *Agency Role, Federal Legislation, Local Issues, Resource Guides, School Districts, *Teacher Role, *Vocational Education
Intended for persons appointed to local advisory councils or committees and for educators and/or administrators of vocational educational or technical education, this booklet is designed to serve as a brief guide and initial source of information on local advisory councils. The first section, Overview, is a general discussion of vocational and technical education and the requirements of the 1976 legislation pertaining to councils. Other sections cover types of councils, counsel functions and activities, membership (size, qualifications, and selection/appointment), effective operation (leadership, meetings, agenda, scope of responsibility, supportive service, formalized procedures, term of membership, and liaison by designated educator), and the role of the educator in working with advisory councils. Information on other councils and a brief bibliography are also included. (HD)

ED 141 506 CE 011 057
O'Neill, David Ross, Sue Geotz
Voucher Funding of Training: A Study of the GI Bill.
Journal Cit—BBB13781
Public Research Inst., Arlington, Va.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.
Report No.—PRI-312-76
Pub Date—Oct 76
Contract—DL-21-51-75-14
Note—142p.
Available from—National Technical Information Service, Springfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Educational Assessment, Educational Research, *Education Vouchers, Federal Programs, Higher Education, *Income, *Job Training, Post Secondary Education, *Program Effectiveness, Racial Differences, Use Studies, Veterans Education, *Vocational Education
Identifiers—*GI Bill
The study assessed the use of vouchers for funding manpower training, using the GI bill as a test case. Focus was on vocational training, although on-the-job training (OJT), correspondence, and college training were also examined. The value of training was estimated by the extent to which it leads to increased earnings. Longitudinal earnings histories of veterans who used each type of training were compared to those of a control group of nonusers with similar personal characteristics and initial earning capacity. The gain due to training was estimated as the difference between the earnings of trainees and the earnings of the control group. The study showed that vocational trainees funded by the GI bill increased their earnings by about 10%, about twice as great an increase as had been estimated elsewhere for nonvoucher government programs. The training appeared to be particularly valuable for blacks and for those with relatively little prior education. Analysis of the use of benefits by Vietnam-era veterans showed that blacks participate in training at a higher rate than similar whites. (Author/HD)

ED 141 522 CE 011 315
Beach, Audni Miller
A Review of Literature Concerning Behaviors Which Inhibit or Reduce Sex Bias and Sex-Role Stereotyping.
Journal Cit—RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—1 May 77
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavior, *Behavior Change, Career Choice, Career Education, Change Strategies, Enrollment, *Females, Literature Reviews, Organizational Change, Program Descriptions, Resource

Materials, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Staff Role, Student Recruitment, Teacher Attitudes, Teacher Behavior, Vocations' Directors, Vocational Education Teachers, Workshops

A review of the literature was conducted to identify behaviors of vocational educators which in some manner inhibited or reduced sex bias and sex-role stereotyping in vocational education. Of the 57 references selected from five data bases, 45 were descriptive of the problems of sex bias and sex-role stereotyping; 12 provided information regarding behaviors actually implemented to reduce sex bias and sex-role stereotyping. The 45 references are attached to the report for information purposes; the 12 references are cited in the report and are included in the annotated bibliography.) From the literature review, several projects were also found which dealt with sex bias and sex stereotyping and which could be grouped according to similar activities--those conducted in recruitment and enrollment of female students in nontraditional programs, and those conducted in staff development. It was concluded that of particular significance is that the behaviors of vocational educators which inhibit sex bias and sex-role stereotyping occurred in organizational efforts. No descriptions were found which indicated that vocational educators acted through their own initiative to reduce sex bias and sex-role stereotyping in individual settings. The implication was that the majority of vocational educators remain unaware of the problem of sex bias and sex-role stereotyping. (Although the identification of behaviors of vocational educators which reduce sex bias was the primary focus of this report, efforts made by other educators toward nonsexist education are also identified.) (TA)

ED 141 525 CE 011 319

Yost, Elizabeth B., Ed.

Field Tested Vocational Decision Making Programs. A Guidebook for Counselors and Vocational Education Teachers.

Journal Cit—BBB04227

Arizona State Univ., Tempe. Coll. of Education.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date—76

Note—190p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Choice, Career Planning, *Decision Making Skills, High School Students, *Learning Activities, *Occupational Guidance, *Program Descriptions, Program Effectiveness, Program Evaluation, Program Planning, Secondary Education, *Skill Development, Teacher Workshops, Vocational Counseling, Vocational Education

This document contains the best 11 field tested vocational decisionmaking programs (and their attendant evaluations) developed during the Vocational Decision Making Workshop, held in Arizona during the 1975-76 academic year. (Eighteen high school counselors and vocational education teachers participated in the workshop, designed to help them learn effective methods of assisting students to make and to implement informed and appropriate vocational decisions. Each participant designed a group vocational decisionmaking program based on the generic program (which is outlined and discussed in this document) presented in the workshop, but adapted it to the unique student population of his or her high school.) The 11 programs are divided into two sections: Counseling Programs, which were conducted in classroom settings as part of the regular curriculum, and Vocational Education Programs, which were conducted outside the classroom. The programs cover introducing career choice to eighth grade students, increasing self-awareness and communication skills, introducing students and parents to vocational decisionmaking, field testing of a career decisionmaking design for high school students, expanding career awareness for home economics students, career and life planning for potential dropouts, career awareness for students interested in marketing, career opportunities through education and experience, career planning workshop in the photographic arts, and increasing career awareness in clerical fields for girls in a shorthand class. (SH)

ED 141 526 CE 011 325

Tunkel, Leon S. Klein, Raymond S.

Vocational Competency Testing Project (July 1, 1975 - October 31, 1976). Final Report.

Georgia State Dept. of Education, Atlanta. National Occupational Competency Testing Inst., Albany, N.Y.

Pub Date—31 Oct 76

Contract—7338

Note—149p.; Several pages of appendixes I and J may not reproduce well due to faint and broken type

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Job Skills, National Norms, Performance Criteria, Post Secondary Education, Program Development, Secondary Education, *Standardized Tests, Teacher Certification, *Teacher Selection, Teaching Skills, Testing Programs, *Test Selection, *Test Validity, *Vocational Education Teachers

Identifiers—*Georgia, National Occupational Competency Testing Institute

The project reviewed, tested, and analyzed the National Occupational Competency Testing Institute's (NOCTI) test series (written and performance for skilled occupations), using a sample of 16 examinations, to determine their appropriateness for use by the State of Georgia in their selection and certification of vocational and technical educators. To accomplish this, the following adjectives were achieved: (1) Review of content validity and overall scope of each of the selected NOCTI tests by trade experts (including secondary and postsecondary teachers) identified based on 16 selected occupational areas; (2) establish a test center and train test center workers to administer NOCTI examinations; (3) select and test a random sample of Georgia vocational-technical teachers to compare scores (written and performance) with measured national norms; determine a cutoff score methodology, compare test results according to race, years of experience, and other appropriate measures; (4) determine the reading level for each of the NOCTI examinations; and (5) survey trade and technical teachers in Georgia, regarding the relationship of NOCTI test topics compared to the curriculum emphasis in current programs. This report includes a discussion of the 14 analyses involved in the content validation and pilot testing of the NOCTI examinations, findings of the analyses, and implications. The appendixes, constituting half the report, include 11 items used in the project (information on the examinations, survey forms, survey results, etc.). (SH)

ED 141 533 CE 011 375

Brooks, Kent

Introduction to Industry Services. Self-Paced Instructional Module. Module Number I-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—19p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Education, *Adult Vocational Education, Behavioral Objectives, Definitions, Individualized Programs, *Industrial Education, Industrial Training, Industry, *Leadership Training, Learning Modules, Performance Based Education, *Program Design, School Industry Relationship, State Programs

Identifiers—*Industry Services

One of 33 self-paced instructional modules categorized under 13 major headings, which have been prepared for training industry services leaders to provide guidance in the performance of industry service tasks, this module is an introduction for those who need basic information about the concepts and activities of industry services programs. (Industry services are tasks performed by a public agency or institution, directly related to manpower development for new and expanding private industry.) Seven learning activities cover various aspects of industry services and industry services programs. (The titles of the 13 major categories of Industry Services Leadership Development (ISLD) Modules are (1) Orientation to Industry Services, (2) Establishing Contacts and Relationships, (3) Obtaining Agreements, (4) Identifying Training Needs, (5) Acquiring Resources, (6) Training Instructors for Industry Services, (7) Preparing for Training, (8) Preparing Training Materials, (9) Selecting Candidates, (10) Monitoring Training Programs, (11) Closing Training Programs, (12) Placing Program Participants, and (13) Evaluating Industry Services Programs). (HD)

ED 141 534 CE 011 376

Brooks, Kent And Others

Industry Services Leadership Development Program. Guide for Using the Self-Paced Instructional Modules. Module Number I-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—45p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Education, *Adult Vocational Education, Individualized Programs, Industrial Education, Industry, *Leadership Training, *Learning Modules, *Performance Based Education, *Program Administration, Program Guides, Services

Identifiers—*Industry Services

One of 33 self-paced instructional modules for an industry services leadership development (ISLD) program, this guide provides the information needed for using the ISLD modules and is primarily designed for use by instructors and supervisors who will manage the use of the modules in various training situations. (The ISLD modules are designed as tools for a comprehensive program to train professional level personnel to provide guidance in the performance of manpower services by public agencies to new and expanding private industry.) The informational content of this guide covers (1) Scope of Leadership Development Program, (2) Roles of Program Instructors/Supervisors, (3) Roles of Learners, (4) The Self-Paced Instructional Modules, (5) Managing the ISLD Modules, (6) Planning Group-Paced Workshops, (7) Obtaining Modules and Assistance, and (8) List of ISLD Modules. Appendixes include definitions of terms, sample master progress chart and course rules, sample industry

services certificate, sample conference agenda, and sample form for evaluating perceptions toward the ISLD program. (HD)

ED 141 535 CE 011 377

Brooks, Kent

Speaking to Industrial and Community Groups. Self-Paced Instructional Module. Module II-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—22p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($5.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, Criterion Referenced Tests, Individualized Programs, *Industrial Education, Industry, *Leadership Training, *Learning Activities, Learning Modules, *Public Relations, *Public Speaking, School Industry Relationship, Services, *Speaking Activities, Speech Evaluation

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on speaking to industry and community groups. (Three of the other modules deal with other tasks required for establishing contacts and relationships.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to speak to industrial groups in a real work situation where he is employed or when serving as an intern. A learner self-test is included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor/-supervisor to assess progress. Case study information and an example speech outline are also appended for guidance in performing the learning activities. (JT)

ED 141 536 CE 011 378

Brooks, Kent

Writing Articles for News Media. Self-Paced Instructional Module. Module Number II-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—23p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($5.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Behavioral Objectives, Criterion Referenced Tests, Individualized Programs, *Industrial Education, Industry, *Leadership Training, *Learning Activities, Learning Modules, *News Writing, *Public Relations, School Industry Relationship, Services, *Writing Exercises

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on writing news articles about industry training activities. (Three of the other modules deal with other tasks also required for establishing contacts and relationships: Speaking to industrial and community groups, identifying functions of agencies involved in industry services, and developing an industry services brochure.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to write news articles in a real work situation where he is employed or when serving as an intern learner. A learner self-test is included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor/supervisor to assess progress. Sample news articles and an article planning worksheet are also appended for guidance in performing the learning activities. (JT)

ED 141 537 CE 011 379

Simmons, Kenneth L.

Identifying Functions of Agencies Involved in Industry Services. Self-Paced Instructional Module. Module Number II-C.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—17p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($5.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Agency Role, Behavioral Objectives, Community Agencies (Public), Criterion Referenced Tests, Individualized Programs, *Industrial Education, Industry, Leadership Training, *Learning Activities, Learning Modules, Public Relations, School Industry Relationship, Services, *State Agencies

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on identifying the functions of various agencies involved in industry service activities. (Three of the other modules deal with other tasks also required for establishing contacts and relationships: Speaking to industrial and community groups, writing articles for news media, and developing an industry services brochure.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to identify functions of agencies in a real work situation where he is employed or when serving as an intern learner. A learner self-test and worksheet are included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor/-supervisor to assess progress. (JT)

ED 141 538 CE 011 380

Simmons, Kenneth L.

Developing a Brochure on Industry Services. Self-Paced Instructional Module. Module Number II-D.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—24p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($5.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Communication Skills, *Guidelines, Illustrations, *Industrial Education, Industry, Layout (Publications), Leadership Training, Learning Activities, Learning Modules, *Pamphlets, *Public Relations, Services, *Writing

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on developing an industry services brochure. (Three related modules, also dealing with tasks required for establishing contacts and relationships, focus on speaking to industrial and community groups, identifying functions of agencies involved in industry services, and writing news articles.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to appiy that information in a practice situation, and the final check-out activity allows him to develop a brochure in a real work situation where he is employed or when serving as an intern learner. A learner self-test is included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor-supervisor to assess progress. A sample brochure is also appended. (JT)

ED 141 539 CE 011 381

Brooks, Kent King, Sylvester

Developing Training Agreements. Self-Paced Instructional Module. Module Number III-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—33p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($5.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Contracts, Individualized Programs, *Industrial Education, Industry, *Interinstitutional Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Coordination, Responsibility, Services, State Agencies, State Programs, Student Responsibility, Task Analysis, Teacher Responsibility

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on developing training agreements between the various parties involved in an industry services program. (Industry services is defined as job recruitment, training, and/or placement services provided by public agencies to new and expanding private industry.) The first learning activity is designed to provide the learner with the needed background information on training agreements, which primarily address the client company, State and local agencies, instructors, and trainees. The second provides for application in a practice situation. The final check-out activity allows the learner to develop training agreements in real work situations where he is employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and forms are presented in the appendix for guidance in performing the objectives: Trainee affidavit, instructor's reimbursement sheet, training agreement form, equipment agreement form, and lead-time schedule. (JT)

ED 141 540 CE 011 382

Simmons, Kenneth L. And Others

Developing a Lead-Time Schedule. Self-Paced Instructional Module. Module Number III-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—24p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Cooperative Planning, Guidelines, *Industrial Education, Industry, *Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, *Scheduling, Services, State Programs

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on developing a lead-time schedule for an industry services training program. (Industry services programs are partnerships between public training institutions, industry, and other agencies to provide job training for new and expanding industry.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to develop a lead-time schedule for an industry services project in a real work situation where he is employed or when he is serving as an intern learner. Feedback devices (a learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, responsibilities worksheet, and a sample lead-time schedule are included for guidance in performing the objectives. (Two of the other modules also focus on specific aspects of obtaining agreements: Developing training agreements and interpreting legislation related to industry services.) (JT)

ED 141 542 CE 011 384

Brooks, Kent

Collecting Framework Production and Training Information. Self-Paced Instructional Module. Module Number IV-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—28p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Data Collection, Educational Needs, Guidelines, *Industrial Education, Industry, *Information Needs, *Leadership Training, Learning Activities, Learning Modules, Needs Assessment, *Program Planning, Services, State Programs

Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on collecting basic production and training information relative to the industry for which training services will be provided. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industry.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on collecting necessary data during initial meetings with plant personnel. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to collect framework production and training information in a real work situation, e.g., when he is employed or serving as an intern learner. Feedback devices (a learner self-test, worksheet, and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a manpower needs projection worksheet, and production and training questionnaire are included for guidance in performing the objectives. (Two of the other modules also deal with the process of identifying training needs: Selecting types of training programs, and preparing a budget for an industry services project.) (JT)

ED 141 543 CE 011 385

Brooks, Kent

Selecting Types of Training Programs. Self-Paced Instructional Module. Module Number IV-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

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Note—22p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, Job Skills, *Leadership Training, Learning Activities, Learning Modules, *Program Design, *Program Planning, Services, Skill Development, *Teaching Methods

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on selecting types of training programs. Focus is on identification of the most appropriate instructional methods and means for accomplishing predetermined training objectives compatible with the goals of the training institution and the industry. The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to select types of training programs in a real work situation, e.g., when he is employed or when serving as an intern learner. Feedback devices (a learner self-test and a performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and a program planning worksheet are provided for guidance in performing the objectives. (Two of the other modules also deal with identifying training needs, one on collecting framework production and training information and one on preparing a budget for an industry services project.) (JT)

ED 141 544 CE 011 386

Simmons, Kenneth L. Brooks, Kent

Preparing a Budget for an Industry Services Project. Self-Paced Instructional Module. Module Number IV-C.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—21p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Budgets, *Industrial Education, Industry, *Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Budgeting, *Program Planning, Services

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three learning activities on preparing a budget for an industry services project. (Industry services are manpower services provided by public agencies to new and expanding private industry.) The first learning activity is designed to provide the learner with the needed background information on finding ways to provide effective industry services at reasonable costs, major categories of an industry services program budget, persons who should be involved in budget preparation, and techniques that may aid in getting budgets approved. The second provides for application of the information in a practice situation, and the final check-out activity allows the learner to prepare a budget for an industry services project in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a sample worksheet, and a sample budget form are appended for guidance in performing the objectives. (Two of the other modules also focus on the identification of training needs, one on

collecting framework production and training information and one on selecting types of training programs.) (JT)

ED 141 545 CE 011 387

Simmons, Kenneth L.

Selecting Instructors for Industry Services. Self-Paced Instructional Module. Module Number V-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—27p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($[illegible] for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Planning, Services, State Programs, Teacher Qualifications, Teacher Responsibility, *Teacher Selection, *Vocational Education Teachers

Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on selecting instructors for industry services. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industry.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on teacher selection: Job description components, instructor responsibilities, sources of instructors (usually the client company), recruitment procedures, criteria for selection, and evaluation forms and devices. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to select an instructor for industry services in a real work situation, e.g., when employed or when serving as an intern learner. Feedback devices (a learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, instructor selection worksheet, and sample interview report form are appended for guidance in performing the objectives. (Two of the other modules deal with other aspects of acquiring resources: Securing a training site and securing training equipment, tools, and supplies.) (JT)

ED 141 546 CE 011 388

King, Sylvester Brooks, Kent

Securing a Training Site. Self-Paced Instructional Module. Module Number V-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—18p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Educational Facilities, *Industrial Education, Industry, Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Planning, Services, *Site Selection, State Programs

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on securing a training site. (Three of the other modules deal with other tasks also required for acquiring resources: Selecting instructors for industry services and securing training equipment, tools, and supplies.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him/her to secure a training site in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and a site selection worksheet are appended for guidance in performing the objectives. (JT)

ED 141 547 CE 011 389

Simmons, Kenneth L. Brooks, Kent

Securing Training Equipment, Tools, and Supplies. Self-Paced Instructional Module. Module Number V-C.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

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Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Educational Equipment, *Industrial Education, Industry, *Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, Needs Assessment, *Program Planning, Purchasing, Services, State Programs

Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on securing training equipment, tools, and supplies. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industry.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on factors to consider in identifying sources of equipment, persons involved in securing equipment and their roles, determining equipment needs, and procedures for purchase. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to secure training equipment, tools, and supplies in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and an equipment and supply worksheet are appended for guidance in performing the objectives. (Two of the other modules also deal with acquiring resources: Selecting instructors and securing a training site.) (JT)

ED 141 548 CE 011 390

Simmons, Kenneth L. Brooks, Kent

Training Instructors for Industry Services. Self-Paced Instructional Module. Module Number VI.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—27p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, Program Administration, *Program Development, Services, State Programs, *Teacher Education

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on training instructors for industry services. (Industry services are manpower services provided by public agencies to new and expanding private industry.) The first learning activity is designed to provide the learner with the needed background information on objectives and rationale for instructor training, methods and resources, agencies involved in instructor training, and appropriate topics to be covered. The second provides for application in a practice situation, and a final check-out activity allows the learner to train instructors in a real work situation, as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and an instructor training worksheet are appended for guidance in performing the objectives. (JT)

ED 141 549 CE 011 391

King, Sylvester Brooks, Kent

Adapting the Training Site to Training Needs. Self-Paced Instructional Module. Module Number VII-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—23p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, *Educational Facilities, Guidelines, *Industrial Education, Industry, *Leadership Training, Learning Modules, *Program Planning, Services, Site Anal-

ysis, *Site Development
Identifiers—*Industry Services
One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on adapting the training site to training needs. The first learning activity is designed to provide the learner with the needed background information on site adaptation including utilities and other factors to be considered, examples of changes needed in electrical and gas supply, appraisal of furniture and space, and financing of building modifications. The second activity gives opportunity to apply the information in a practice situation, and the final check-out activity allows the learner to adapt a training site in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, an appraisal form for a proposed training site, and a training site adaptation worksheet are appended for guidance in performing the learning activities. (JT)

ED 141 550 CE 011 392

King, Sylvester Brooks, Kent
Evaluating Safety Conditions at Training Sites. Self-Paced Instructional Module. Module Number VII-B.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—26p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Vocational Education, *Educational Facilities, Guidelines, *Industrial Education, Industry, Laws, *Leadership Training, Learning Modules, Legal Responsibility, Program Administration, Program Planning, *Safety, Safety Education, Safety Equipment, Services, *Site Analysis
Identifiers—*Industry Services
One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on evaluating safety conditions at training sites. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information regarding safety laws and regulations and procedures for accident prevention. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to evaluate safety conditions at a training site in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a training site safety checklist, and a site evaluation worksheet are appended for guidance in performing the objectives. (Two of the other modules also deal with preparing for training: Adapting the training site to training needs and announcing the opening of a training program.) (JT)

ED 141 551 CE 011 393

Brooks, Kent
Announcing the Opening of a Training Program. Self-Paced Instructional Module. Module Number VII-C.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—19p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Vocational Education, Guidelines, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Program Planning, Publicize, *Recruitment, Services
Identifiers—*Industry Services
One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information on announcing a training program to recruit applicants who will fit into the industry's production plans. The second learning activity provides for application in a practice situation, and a final checkout activity allows the learner to announce the opening of a training program in a real work situation, e.g., when employed or when working as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and a worksheet are appended for guidance in performing objectives. (Two of the other modules also deal with preparation for training: Adapting the training site to training needs and evaluating safety conditions at the training site). (JT)

ED 141 552 CE 011 394

King, Sylvester Brooks, Kent
Conducting a Task Analysis. Self-Paced Instructional Module. Module Number VIII-A.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—25p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Vocational Education, Guidelines, *Industrial Education, Industry, Job Analysis, *Leadership Training, Learning Modules, *Program Development, Services, *Task Analysis
Identifiers—*Industry Services
One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on conducting a task analysis (review of the actual job content in the industry) as a basis for planning an effective and efficient training program. The first learning activity is designed to provide the learner with the needed background information on task analysis (components and procedures). The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to conduct a task analysis in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, task information worksheet, example task information, and examples of task statements are appended for guidance in performing the learning activities. (This module is the first of seven on the preparation of training materials.) (JT)

ED 141 553 CE 011 395

Stone, Gary
Developing Performance Objectives. Self-Paced Instructional Module. Module Number VIII-B.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—17p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Vocational Education, *Behavioral Objectives, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Program Development, Services
Identifiers—*Industry Services
One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on developing performance objectives. (The industry services program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on development of performance objectives for the training program based on the task analysis of the job. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop performance objectives in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. (This is the second of seven modules in the set which deal with preparing training materials.) (JT)

ED 141 554 CE 011 396

Brooks, Kent
Determining Types of Instructional Methods and Media. Self-Paced Instructional Module. Module Number VIII-C.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439

Note—52p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Vocational Education, *Industrial Education, *Instructional Media, *Leadership Training, Learning Activities, Learning Modules, *Media Selection, *Program Development, *Teaching Methods
Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on determining appropriate types of instructional methods and media for an industry services job training program. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information on various instructional methods and media and on selecting those most appropriate for learner mastery of the performance objectives. The second learning activity provides for application in a practice situation, and a final checkout activity allows the learner to determine types of instructional methods and media in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and a methods and media worksheet are appended for guidance in performing the objectives. (This module is the third of seven on preparing training materials.) (JT)

ED 141 555 CE 011 397

Simmons, Kenneth L.
Developing Performance Tests. Self-Paced Instructional Module. Module Number VIII-D.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—23p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Adult Vocational Education, Behavioral Objectives, *Criterion Referenced Tests, Guidelines, *Industrial Education, Industry, *Leadership Training, Learning Modules, *Program Development, Services, *Test Construction
Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on developing performance tests for industry services programs. The first learning activity is designed to provide the learner with the needed background information on developing performance tests (criterion referenced tests) for job training based on performance objectives. The second learning activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop performance tests in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, sample performance objectives, sample performance test, process evaluation checklist, and an end product evaluation checklist are appended for guidance in performing the learning activities. (This module is the fourth of seven on preparing training materials.) (JT)

ED 141 556 CE 011 398

Brooks, Kent
Developing Training Manuals. Self-Paced Instructional Module. Module Number VIII-E.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—36p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Vocational Education, *Industrial Education, Industry, *Instructional Materials, *Leadership Training, Learning Activities, Learning Modules, *Manuals, *Material Development, Program Development, Services
Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on developing training manuals for an industry services job training program. (The type of industry services for which these modules were developed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on how to develop job analysis-based information and procedural manuals. The second learning activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop a training manual in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. (This manual is the fifth in a group of seven on preparing training materials.) (JT)

ED 141 557 CE 011 399

Simmons, Kenneth L.
Preparing Videotapes for an Industry Services Program. Self-Paced Instructional Module. Module Number VIII-F.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—43p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Vocational Education, *Industrial Education, Industry, *Instructional Materials, *Leadership Training, Learning Activities, Learning Modules, *Material Development, Program Development, Services, Video Cassette Systems, *Video Tape Recordings
Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on preparing videotapes for an industry services program. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information on videotape preparation. The second provides for application in a practice situation, and a final checkout activity allows the learner to prepare videotapes in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Other material is appended for guidance in performing the objectives: Diagrams of simple and complete videotape systems, of threading patterns, and of helical scan patterns; a sample script; and a videotape planning sheet. (This module is the sixth in a group of seven on preparing training materials.) (JT)

ED 141 558 CE 011 400

Brooks, Kent
Setting Up Learning Centers for Industry Services Programs. Self-Paced Instructional Module. Module Number VIII-G.
Journal Cit—RMQ66000
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Contract—G007500439
Note—26p.; For related documents see CE 011 375-407
Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Vocational Education, Guidelines, *Industrial Education, Industry, Instructional Materials, *Leadership Training, Learning Activities, *Learning Laboratories, Learning Modules, Material Development, *Program Development, Services
Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on setting up learning centers for an industry services program. The first learning activity is designed to provide the learner with the needed background information on learning centers and their use for individualized instruction on an individual or small-group basis. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to set up a learning center in a real work situation, e.g., when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a learning center planning worksheet, and sample sequence chart, sample course rules, and sample progress chart are appended for guidance in performing the learning activities. (This module is the last in a group of

seven on preparing training materials.) (JT)

ED 141 559 CE 011 401

Simmons, Kenneth L. Phillips, Ron

Developing a Plan for Testing and Counseling Applicants for a Training Program. Self-Paced Instructional Module. Module Number IX.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—25p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Aptitude Tests, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Occupational Tests, *Program Development, *Recruitment, Services, *Testing Programs

Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on developing a plan for testing and counseling applicants for an industry services training program. (The type of industry services program for which these materials were designed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed background information on types of employment tests, e.g., the General Aptitude Test Battery (GATB), their uses, and the roles of personnel involved in the testing and counseling process. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop a plan for testing applicants in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information and suggested criteria for rating prospective trainees are appended for guidance in performing the objectives. (JT)

ED 141 560 CE 011 402

Simmons, Kenneth L. Brooks, Kent

Assisting in Providing Pre-Employment and In-Plant Training. Self-Paced Instructional Module, Module Number X-A.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—34p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, Services, Staff Role

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on assisting in providing pre-employment and inplant training in an industry services program. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information on pre-employment and inplant training: Characteristics, objectives, preparation, training methods, difficulties, special considerations, and evaluation. The second learning activity provides for application of the information in a practice situation, and a final checkout activity allows the learner to assist in providing pre-employment and inplant training in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a time table for inplant training, an instructor's task breakdown sheet, and a planning worksheet are appended for guidance in performing the objectives. (This module is one of three in the set which deal with monitoring training programs.) (JT)

ED 141 561 CE 011 403

Brooks, Kent Simmons, Kenneth L.

Developing a Procedure for Keeping Participating Agencies Informed about Training Program Activities. Self-Paced Instructional Module. Module Number X-B.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—23p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Agency Role, *Industrial Education, *Interagency Coordination, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, State Programs

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industries, this module contains three sequential learning activities on developing a procedure for keeping participating agencies informed about training program activities. The first learning activity is designed to provide the learner (industry services leader) with the needed background information on industry services duties and tasks and responsible agencies (e.g., advisory committee, public vocational training institution, client company, employment service) and procedures for keeping them informed. The second learning activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to develop an appropriate communication procedure in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a procedure planning worksheet, and a project status chart are appended for guidance in performing the learning activities. (This module is the second in a group of three on monitoring training programs.) (JT)

ED 141 562 CE 011 404

Simmons, Kenneth L. Brooks, Kent

Monitoring Training Programs for Progress and Expenditures. Self-Paced Instructional Module. Module Number X-C.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—19p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Vocational Education, Expenditures, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, Services

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on monitoring training programs for progress and expenditures. The first activity is designed to provide the learner with the needed background information on factors to be investigated in monitoring a training program. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to monitor a training program in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information is appended for guidance in performing the learning activities. (This module is the last of three in a group of three on monitoring training programs.) (JT)

ED 141 563 CE 011 405

King, Sylvester And Others

Closing a Training Program. Self-Paced Instructional Module. Module Number XI.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.- Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—27p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, *Interagency Cooperation, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, *Program Evaluation, Services

Identifiers—*Industry Services

One of 33 self-paced industry services leadership development (ISLD) modules, this module contains three sequential learning activities on closing a training program. (The type of industry services

program for which these materials were developed would involve provision of job training by public agencies for new or expanding private industries.) The first learning activity is designed to provide the learner (industry services leader) with the needed information on his responsibilities in closing a training program in order to effect a smooth transition of program resources and to assure adequate data for program evaluation. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to close a training program in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklists) are included for use by the learner and instructor/supervisor to assess progress. Case study information and forms for use in evaluating a training program are appended for guidance in performing the objectives. (JT)

ED 141 564 CE 011 406

Simmons, Kenneth L. And Others

Developing a Plan for Placing Graduates of a Pre-Employment Training Program. Self-Paced Instructional Module. Module Number XII.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—27p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Industrial Education, Industry, Interagency Cooperation, *Job Placement, *Leadership Training, Learning Activities, Learning Modules, *Program Administration, Services

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders, this module contains three sequential learning activities on developing a plan for placing graduates of a pre-employment training program. (Industry services are manpower services provided by public agencies to new or expanding private industries.) The first learning activity is designed to provide the learner with the needed background information regarding the placement process, e.g., advantages of a company hiring graduates of the training program, role of various agencies in placement, means of identifying the right job, information required from graduates, and information that should be provided by the client company. The second learning activity provides for application of the information in a practice situation, and a final checkout activity allows the learner to develop a plan for placing graduates in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklist) are included for use by the learner and instructor/supervisor to assess progress. Case study information, a placement planning worksheet, and a sample personal data sheet are appended for guidance in performing the objectives. (JT)

ED 141 565 CE 011 407

Mott, Willie Simmons, Kenneth L.

Evaluating Industry Services Programs. Self-Paced Instructional Module. Module Number XIII.

Journal Cit—RMQ66000

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G007500439

Note—26p.; For related documents see CE 011 375-407

Available from—Coordinator of Industry Services, Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State, Mississippi 39762 ($50.00 for the set of 33)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Vocational Education, *Evaluation Methods, *Industrial Education, Industry, *Leadership Training, Learning Activities, Learning Modules, *Program Evaluation, Records (Forms), Services

Identifiers—*Industry Services

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new or expanding private industries, this module contains three sequential learning activities on evaluating industry services programs. The first learning activity is designed to provide the learner with the needed background information on the process of determining whether the objectives of the program have been achieved. The second activity gives opportunity to apply the information in a practice situation, and the final checkout activity allows the learner to evaluate an industry services program in a real work situation, such as when employed or when serving as an intern learner. Feedback devices (learner self-test and performance checklists) are included for use by the learner and instructor/supervisor to assess progress. Case study information, an outline for assessing training, a trainee checklist for appraising industry services programs, a statistical summary sheet, and an evaluation planning worksheet are appended for guidance in performing the learning activities. (JT)

ED 141 566 CE 011 410

Proceedings: Conference on Teacher Education for Allied Health and Nursing (Georgia Center for Continuing Education, September 22-25, 1974).

Journal Cit—BBB14411

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Health Resources Administration (DHEW/PHS), Atlanta, Ga. Region 4 Office.

Pub Date—74

Contract—HRA-294-74-0008

Note—78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Agency Role, College Role, Conference Reports, Curriculum, *Educational Needs, Higher Education, Medical Education, *Nursing, Professional Associations, Professional Continuing Education, *Staff Improvement, State Departments of Education, *Teacher Education, *Teacher Role, Teaching Skills, Vocational Education

Identifiers—*Allied Health Education

Proceedings of the Region IV Conference on Teacher Education for Allied Health and Nursing are reported in this document. (The conference was concerned with the identification of essential competencies for instructors in health care preparatory programs.) Included are group session reports, the conference program, list of participants, and texts of the presentations, which are titled as follows: "Teacher Education: Emerging Approaches," "Practitioner to Teacher: A Challenge," "Teacher Education: The Health Professional's View," "Teacher Education: A Professional Educator's View," "A Perspective on Higher Education," and "Alternative Strategies for Staff Development (Role of the State Department of Education, Role of the College of Education, Role of Professional Organizations, and Role of Continuing Education)." (HD)

ED 141 567 CE 011 413

Health Careers Cooperative Education in Georgia High Schools.

Journal Cit—IEE29025

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—[75]

Note—106p.; For a related document see CE 011 414; Guide directed by Health Occupations Teacher Education Program, University of Georgia

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Admission Criteria, Career Education, *Cooperative Education, Cooperative Planning, Curriculum Guides, Curriculum Planning, Educational Objectives, *Health Occupations Education, Instructor Coordinators, Job Skills, Program Coordination, Program Development, Program Evaluation, *Program Planning, School Community Cooperation, Secondary Education, Skill Development, *Staff Role, Student Evaluation, *Student Placement, *Work Experience Programs

Identifiers—*Georgia

Methods in planning and implementing effective courses in health careers cooperative education are presented in this manual designed to serve as a guide for cooperative education teacher-coordinators. The guide is the result of a project conducted to explore the feasibility of cooperative education as a means of serving the needs of high school students who wish to enter the health field. (Health careers cooperative education is one component of a 3-year health careers curriculum for secondary schools in Georgia, where the project was conducted.) Material contained in this guide reflects the experiences of teacher-coordinators who participated in a series of workshops related to developing and implementing cooperative education programs. The following topics are discussed: Health careers program philosophy, overview of the 3-year curriculum (quarter by quarter), health careers cooperative education program description, planning and organizing, and the role of teacher coordinator in planning the student's work experience and placement. References on cooperative education are listed. Appendixes contain an example of local policies in health careers cooperative education, forms required by the Georgia State Department of Education, the Fair Labor Standards Act, and recommended texts and references. A companion volume is available which was designed to present, with the use of both volumes, a total curriculum guide for a 3-year health careers education program. (TA)

ED 141 568 CE 011 414

Health Careers Education Program in Georgia High Schools.

Journal Cit—IEE29025

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—[74]

Note—177p.; For a related document see CE 011 413 ; Guide directed by Health Occupations Teacher Education Program, University of Georgia

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Advisory Committees, Behavioral Objectives, Career Education, *Cooperative Education, Curriculum Guides, *Curriculum Planning, *Health Occupations Education, Instructor Coordinators, Job Skills, Program Content, Program Coordination, Program Evaluation, Program Planning, Secondary Education, *Skill Development, Staff Role, Student Organizations, *Work Experience Programs

Identifiers—*Georgia

A companion volume to the curriculum guide "Health Careers Cooperative Education in Georgia

High Schools," this guide was developed to provide an overview of the 3-year program, to identify options within the program, and to serve as a guide to realistic planning for cooperative education teacher-coordinators. The following topics are discussed: Health careers program philosophy, administrative planning and organizing for a health careers education program, the advisory committee, the purposes of and how to organize a Health Careers Club (HCC), overview of the 3-year health careers curriculum, and suggested curriculum content for each year in outline and narrative forms. The first year curriculum plan also lists over 50 health occupations in a three-column format, with each listing including related instructional material(s) and related resource persons, businesses, or organizations. Appendixes contain recommended lists of audiovisual materials, equipment, texts and references, expendable items, example forms for the advisory committee; examples of an affiliation agreement; and a classroom floorplan. (TA)

ED 141 570 CE 011 443

Occupational Graduate Employment Report: An Analysis of the Fifty Percent Employment Criterion for VA Approved Vocational Courses. 1975 Survey.

Veterans Administration, Washington, D.C. Office of the Controller.

Pub Date—Aug 76

Note—366p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Educational Legislation, *Employment, *Employment Opportunities, Employment Statistics, Federal Legislation, Followup Studies, *Graduates, Graduate Surveys, Post Secondary Education, *Standards, Statistical Data, Student Financial Aid, Tables (Data), Veterans, *Veterans Education, *Vocational Education

Public Law (P.L.) 93-508, enacted by the 93rd Congress, contains two sections which require a minimum employment standard of 50% for schools offering vocational courses to veteran trainees enrolled under the provisions of two chapters of the current (as of 1975) VA Educational Assistance Program. The VA Administration determined that in order for schools to comply with this requirement, they must submit acceptable evidence for each of the approved vocational courses to show that at least half of their graduates (students who completed all the academic requirements for the course, whether or not they received a diploma, degree, or certificate) in the most recent 2-year period are employed in the same field for which they trained or in a closely related field at a comparable level. This report discusses the procedures used in collecting and analyzing survey data to meet the 50% employment criterion, the conclusions, and the legislation. A major portion consists of tabular data collected from the school responses, presenting such information as the proportion of no response cases, completion rates, and ratio of respondents in closely related fields. (SH)

ED 141 571 CE 011 453

Van Clewe, Roy R.

Job Analysis for Nurses and Related Health Care Professionals: A Task Inventory Approach.

Journal Cit—BBB13928

Texas Regional Medical Program, Inc., Austin.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Regional Medical Programs.

Pub Date—Dec 75

Contract—5G03RM00007-07

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Computer Oriented Programs, *Health Personnel, *Job Analysis, Job Skills, *Manpower Utilization, Measurement Instruments, Medical Services, *Nurses, *Professional Personnel, Surveys, *Systems Approach, Task Analysis

This handbook is designed as a guide for nursing supervisors and hospital administrators to help them decrease unnecessary overlap and increase efficiency of nursing staff and related allied health professionals through job analysis. Three chapters and five appendixes are included. Chapter I deals with the meaning of job analysis, qualitative aspects of job analysis, basic structure of jobs, and uses and users of data. Chapter II is concerned with proper use of a job analysis, including definition of terms and job analysis techniques. Chapter III deals with the task inventory method, analysis of task data, and inventory administration. The appendixes provide more comprehensive, detailed information necessary for conducting a job analysis, including a systems approach to manpower analysis, an example of an individual job description, descriptions of selected CODAP programs (Comprehensive Occupational Data Analysis Program, a computerized occupational data analysis system which inputs and performs calculations upon raw data from job inventories), instructions for administering the survey, and replications of the actual task analysis form developed for nurses and related health care professionals. (LAS)

ED 141 572 CE 011 470

Adams, Kay Angona

National Large Cities Vocational Education Needs Study.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—77

Note—212p.; For a related document see CE 011 471

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrator Attitudes, Educational Assessment, *Educational Needs, Educational Research, National Surveys, *Needs Assessment, Post Secondary Education, *Program Improvement, Secondary Education, *Urban Education, Urban Schools, *Vocational Education

The purpose of the study was (1) to develop an accurate and comprehensive listing of the major goals and specific needs in large city vocational education programs using input from vocational education program practitioners and a literature review, (2) to determine the relative national priority for meeting these goals and needs as viewed by urban vocational educators, and (3) to explore the extent to which the priorities of large cities are related to their size, geographic location, and percent of minority population. The population was all cities with over 100,000 residents as identified in the 1970 census and the largest city in States which do not have a city with at least 100,000 residents. Two sequential mail out surveys and personal interviews in selected large cities were the primary data gathering techniques. The study was comprised of four stages: (1) Feasibility study, (2) exploration of the needs, (3) synthesis of the needs, and (4) rating the priority of the needs. This report of the study includes a complete discussion of the problem, review of literature, procedures, results (including the prioritized rating of program needs from high to low, and other rankings and comparisons), conclusions, and recommendations. The appendixes contain the survey instruments and other survey results. (LAS)

ED 141 575 CE 011 478

The Utilization and Effectiveness of CETA Title I Special Grants to Governors. Summary Final Report.

Journal Cit—BBB13219

MDC, Inc.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 77

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Agencies, Administrative Policy, Agency Role, Federal Aid, *Federal Legislation, Federal State Relationship, Grants, *Manpower Development, *Organizational Effectiveness, Policy Formation, *Program Administration, Resource Allocations, *State Agencies, State Boards of Education, Vocational Education

Identifiers—*Comprehensive Employment and Training Act, *State Manpower Services Councils

Based upon a research project by a private nonprofit organization, this report provides a general analysis of findings from onsite studies in nine States of CETA (Comprehensive Employment and Training Act) Special Grants to Governors (Rhode Island, New Jersey, West Virginia, Georgia, Illinois, Kansas, Texas, California, Washington). The report begins with a 6-page summary of the findings, followed by detailed examinations of specific aspects of the study: (1) Assessments of State Manpower Services Councils (SMSC) operations, activities, and staff support, with emphasis on State prime sponsor functions and SMSC responsibilities envisioned under CETA section 107 and supported by 1% allocations, (2) identification of State manpower services and other special projects authorized under CETA section 106 and supported by 4% funds for State services, with emphasis on the extent to which these funds have been used to further the aims expressed in CETA sections 106(b) and 106(c), and (3) analysis of planning procedures, program activities, and results associated with State sponsor administration of CETA 5% grants for vocational education services, with emphasis on decisionmaking procedures and relationships involving State sponsors, local sponsors, and State vocational education boards. The report concludes with observations and recommendations for improving special grants activities. Seven supporting tables are interspersed throughout the 85-page report. (BL)

ED 141 577 CE 011 503

Murphy, Patricia D. Priebe, Donald W.

A Workshop: The World of the First Year Teacher. Final Report.

Journal Cit—BBB04861

North Dakota State Univ., Fargo.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Pub Date—May 74

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Beginning Teachers, Class Management, Inservice Programs, Problems, *Problem Solving, Self Concept, State Programs, Supervisory Activities, Teacher Attitudes, *Teacher Educators, Teacher Supervision, *Vocational Education Teachers, Work Environment, *Workshops

Rationale, plans, and results are reported of a State workshop designed to bring all vocational teacher educators together to identify the problems of the first-year teacher, develop strategies to use in helping them, and utilize those strategies in teacher education programs. The problems identified as those of a first-year teacher are listed, the top-ranked five being inability to establish priorities, poor management, idealism versus realism, poor self-concept, and questionable commitment to teaching. Small group work session reports focus on three of the areas (environment, management, and self-concept). Each includes notes on the problem, specific areas of concern, and an action plan (techniques and methods) for helping the teacher. Workshop evaluation design and results are reported along with conclusions and recommendations for similar future workshops. Appendixes contain a bibliography, list of participants (20) and guests (3), a list of courses and materials for first-year teachers, and the workshop evaluation questionnaire. (HD)

ED 141 578 CE 011 520

Byler, Bennie L. Lindahl, Thomas J.

Professional Education In-Service Needs of Agriculture Instructors in Iowa Postsecondary Area Vocational Schools.

Journal Cit—JXQ38700

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Univ. of Science and Technology, Ames.

Note—235p.; Research was supported by a grant from Iowa State University Research Grants Program

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Area Vocational Schools, *Educational Needs, Educational Research, Higher Education, *Inservice Teacher Education, Junior Colleges, *Needs Assessment, Post Secondary Education, Preservice Education, Professional Education, State Surveys, *Teaching Skills, *Vocational Agriculture Teachers

Identifiers—*Iowa

The primary objective of the study was to identify the professional inservice education needs of agriculture instructors in postsecondary area vocational schools, and determine if differences exist among instructors and adminstrative personnel regarding perceived instructor inservice needs. The population consisted of all of the Iowa community college and vocational-technical school agriculture instructors and their department heads: (1) Full-time instructors in either agricultural production, agriculture supply and service, agricultural power and machinery mechanics, or horticulture; (2) area school instructor-program coordinators; and (3) department heads with primary responsibility for administering and staffing agricultural programs. Data were collected by administering a survey, which included demographic data and a list of 105 professional competencies arranged by competency groups; allowing the determination of inservice need for each competency and each group of competencies, and also allowing comparisons among participants grouped by their staff title and by their agricultural program assigned. In this description of the study, analyses of data (primarily in tabular form) are presented under the following headings: Characteristics of postsecondary areas vocational school instructors and department heads, importance ratings of professional education competencies needed, and of competencies for inclusion in an inservice education program, inservice need indicator of professional education competencies, and ratings of methods for delivering professional inservice education. (SH)

ED 141 581 CE 011 542

Introduction to Vocations Program Handbook. Vocational-Technical Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.—TAC-74-7312

Pub Date—Jun 73

Note—163p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrator Role, Building Trades, Business Education, Career Exploration, Cooperative Education, *Cooperative Programs, Counselor Role, Educational Equipment, Educational Objectives, Electrical Occupations, Food Service Occupations, Graphic Arts, Health Occupations Education, Mechanical Skills, Occupational Clusters, Operating Expenses, *Program Budgeting, Program Descriptions, Program Design, Program Evaluation, Public Service Occupations, Secondary Education, Skilled Occupations, *Staff Role, Teacher Role, *Vocational Education

Identifiers—Hawaii

Resulting from an evaluation of the Introduction to Vocations Program by Hawaii's State, district school, and community personnel, this handbook is intended to provide the necessary directions and guidelines for those schools interested in implementing the program. (The program is a restructured vocational-technical program for Hawaii's high schools, designed to provide meaningful occupational experiences in eight occupational clusters. Emphasis is placed on cooperative work experiences in industry in the advanced stages of occupational exploration.) The first section includes an overview of the total restructured vocational-technical program for the State of Hawaii, followed by a more detailed description of the Introduction to Vocational Program and its primary objectives. Another section discusses the delineated roles of each program participant at the various levels and identifies the specific function of each. Sample units of instruction for the eight clusters of occupations as well as an example of a guidance unit are the major contents of this handbook. Exemplary school level plans developed by program teams from various schools, giving time schedules for tasks that need to be accomplished for program implementation are included in the appendix section. Informational materials such as standard equipment and tool lists for the various courses of study, and task analysis procedures are also included for reference purposes. (HD)

ED 141 582 CE 011 544

National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.

Journal Cit—BBB11065

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NAEP-05-COD-20

Pub Date—May 77

Contract—OEC-0-74-0506

Note—1,475p.; Not available in hard copy due to small print of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$2.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Achievement Rating, *Adolescents, Age Groups, Career Education, *Children, *Educational Assessment, Educational Objectives, Job Skills, Measurement Instruments, National Competency Tests, National Surveys, Scoring, Skill Development, Tables (Data), Test Interpretation, *Vocational Development, *Young Adults

Identifiers—National Assessment of Educational Progress, United States

Exercises given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds, and young adults (ages 26-35) to measure achievement of five broad objectives of career and occupational development (COD) are contained in this document. (The exercises were administered by the National Assessment of Educational Progress (NAEP), an information-gathering project that surveys the educational attainments of the above four groups in 10 learning areas, one of which is career and occupational development–COD.) The COD released exercises are grouped according to the five objectives and their subobjectives, the objectives of which follow: (1) Prepare for making career decisions, (2) improve career and occupational capabilities, (3) possess skills that are generally useful in the world of work, (4) practice effective work habits, and (5) have positive attitudes toward work. The introduction provides an explanation of the exercises and the documentation pages, scoring, results, populations and subpopulations, sampling, computations, and data-table pages. The major portion of this report provides copies of the released exercises, complete documentation about administration and scoring procedures, and national results for each foil and/or scoring category. It is noted that this report may be useful to researchers who need detailed information about the exercises and State and local educators who want to use National Assessment exercises in their own assessment programs. (TA)

ED 141 583 CE 011 552

Ohio's Career Continuum: Family Life, Motivation, Orientation, Exploration, Vocational Training or Pre-Professional Training, Adult, Technical and Collegiate Training. Career Orientation Program, Grades 7-8. Development Componeat. Individual Discipline Cluster.

Journal Cit—RMQ66000RUF67125

Ohio State Dept. of Education, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus.

Pub Date—73

Contract—OE-2510-72032

Note—404p.

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Agribusiness, *Behavioral Objectives, Career Education, *Career Exploration, Construction Industry, Curriculum Development, *Educational Objectives, Environmental Education, Fused Curriculum, Health Occupations, Home Economics, Humanities, Junior High Schools, *Learning Activities, Manufacturing Industry, Marketing, Natural Resources, Natural Sciences, *Occupational Clusters, Occupational Information, Office Occupations, Public Service Occupations, Recreation, Resource Materials, Skill Development, Teacher Developed Materials, Teaching Guides, Tourism, Transportation, *Vocational Development

Identifiers—Marine Science

Skills to be developed by junior high school students (grades 7-8) along with activities and procedures for achieving desired performance objectives for each of the 15 U.S. Office of Education (USOE) occupational clusters are outlined in this career orientation guide, designed to implement the second phase (career orientation) of Ohio's five-phased comprehensive career development/career education program. Suggestions are made for curriculum adaptation and instructional procedures. Related services available outside the classroom are listed. The major portion of the document relates to implementing the program and is organized in the following manner: Each of the 15 occupational clusters is divided into the seven broad developmental areas of career education (individual and environment, world of work, education and training, economics, employability and work adjustment, decisionmaking, and self), with each area containing one or more overall developmental objectives. Each developmental area contains one or more student performance objectives with related activities and procedures outlined. The appendix contains the 15 occupational flow charts developed by the USOE to aid in understanding the various levels and kinds of occupations in each cluster. (TA)

ED 141 584 CE 011 570

Enderlein, Thomas E.

A Review of Career Education Evaluation Studies. Monographs on Career Education.

Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01686-9)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Academic Achievement, *Career Awareness, *Career Education, *Decision Making Skills, Evaluation Methods, Literature Reviews, Program Effectiveness, *Program Evaluation, Student Attitudes, *Teacher Attitudes

Results of several evaluation studies of career education are summarized in this monograph including the results reported in four papers prepared for the Office of Career Education and of several unsolicited reports. Evaluation data is assessed in the specific areas of career awareness, career decisionmaking, and academic achievement. Other

ways to determine program effectiveness are also examined. The author discusses the definition of the term career awareness, and a table presents a summary of 16 studies related to either career awareness or self-awareness. A review of six studies indicates a positive relationship between career education and the development of career decisionmaking skills. The author cites 12 studies on the relationship between career education and academic achievement or the acquisition of basic skills. Under "Other Ways of Assessing Effectiveness," nine studies on the attitudes of teachers, students, and volunteers toward career education are examined. Several tables appear in the body of the report. Twelve of the 31 pages are devoted to a bibliography. (LMS)

ED 141 585 CE 011 593

A Review of Corrections Education Policy for the Department of Health, Education & Welfare. Final Report.

Journal Cit—BBB03839

MetaMetrics, Inc., Washington, D.C.

Spons Agency—Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.

Pub Date—4 Apr 77

Note—167p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Administrative Agencies, Adult Basic Education, Adult Education, *Agency Role, *Correctional Education, Correctional Rehabilitation, Educational Needs, *Educational Policy, Educational Programs, Federal Legislation, *Federal Programs, Government Role, High School Equivalency Programs, Interagency Coordination, Needs Assessment, Post Secondary Education, Prisoners, Program Descriptions, Program Effectiveness, *Public Policy, Vocational Education, Vocational Rehabilitation

Identifiers—*Department of Health Education and Welfare, United States

The study described here was undertaken to develop a comprehensive description of corrections education programs in the Department of Health, Education, and Welfare (HEW) and to make recommendations regarding their purposes and operations including their relation to other Federal corrections programs. Presentation is in five sections: An overview of corrections education, Federal coordinating efforts, Federal corrections education programs, and findings and recommendations. A historical review indicates the changing perception of the criminal from sinner to socially disadvantaged. A literature review is summarized which revealed that the tendency to declare that no rehabilitation programs work is inaccurate. Key legislation under which Federally funded corrections education programs are implemented is described, and Federal program coordinating efforts through agencies in the Departments of Labor, Justice, and HEW are outlined. Data are presented for the types and number of inmates involved in corrections education programs in adult basic education, adult secondary education, vocational/occupational education, social education, and postsecondary education. A discussion of the need for corrections education policy and coordination including the role of HEW comprise the last section. The recommendations presented focus on the need for the Federal role being defined according to both national educational objectives and national criminal justice objectives. The establishment of a representative of corrections education within the Office of the Secretary, HEW, to represent the interests of the corrections clientele, is suggested. (MF)

ED 141 587 CE 011 628

Iden, George And Others

Policy Options for the Teenage Unemployment Problem. Background Paper No. 13.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Pub Date—21 Sep 76

Note—119p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Disadvantaged Youth, *Employment Problems, *Employment Programs, Employment Statistics, Employment Trends, Federal Legislation, Federal Programs, Foreign Countries, Labor Market, Overseas Employment, *Public Policy, Seasonal Employment, Socioeconomic Influences, Trend Analysis, *Unemployment, *Youth Employment

Identifiers—United States

An analysis of teenage unemployment indicates that it is very high and endangers the future of some of the young. In 1975 the unemployment rate for teenagers, ages 16-19, was 19.9%. For nonwhite teenagers, it was even higher (36.9%). Teenagers accounted for more than 20% of the total number of unemployed, but less than 19% of the total labor force. Many unemployed youths can look forward to a time when they will not be plagued by unemployment but others, especially nonwhite teenagers, cannot. The causes of this unemployment can be classified into two categories and include (1) variations in the supply and demand for labor (the recession and changes in military manpower requirements) and (2) structural factors (period during which those entering the labor market search for jobs, market regulations, and special problems of nonwhite teenagers). Several factors can be identified that contribute to the lower teenage unemployment rates in some industrialized countries. These include major use of apprenticeship arrangements, special employment services for youth, and low wages for teenagers. Policies targeted on teenagers or subgroups of teenagers are one means for reducing teenage unemployment. Such measures include public employment and training programs, increasing the demand for teenagers in the private sector, educational policies, providing teenagers with labor market information, and special measures for disadvantaged youths. (EM)

ED 141 588 CE 011 631

Bail, Joe P. Cushman, Harold R.

Teaching Adult Education Courses: The Employee Training Model. Social Sciences. Agricultural Education 4. Information Bulletin 115.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—77

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Vocational Education, Course Evaluation, Curriculum Development, Employees, Evaluation Methods, Job Training, *Models, Needs Assessment, *Program Development, Program Guides, *Program Planning, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers recruited from business, industry, and the professions who offer courses to employed adults seeking additional skills or improvement of their skills and job performance. Ten features of the model are listed: (1) The purpose is to improve the competencies of the learners in a specific technical area related to employment; (2) employees comprise the main clientele; (3) recruitment is an undertaking of the teacher and employer; (4) personal contacts are used in recruiting enrollees; (5) assessment of the learners' needs is done by employers using industrial guides; (6) job requirements are the main course focus; (7) subject matter is organized in an operational format; (8) courses average 60 hours; (9) firm teacher leadership and close attention to industrial standards are characteristic; and (10) program evaluation is focused on assessment of learner performance. This booklet includes description of adult learners; the implementation of the model, including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, and using teaching tools; and learner performance evaluation. A table on when and how to use 29 different teaching tools is appended. (EM)

ED 141 589 CE 011 632

Bail, Joe P. Cushman, Harold R.

Teaching Adult Education Courses: The Business Management Model. Social Sciences. Agricultural Education 3. Information Bulletin 98.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—76

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, *Business Administration, Course Evaluation, Curriculum Development, Decision Making Skills, Evaluation Methods, *Models, Needs Assessment, Problem Solving, *Program Development, Program Guides, *Program Planning, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers, many of them business and other lay people, at the secondary school level who offer adult education courses on how to make management decisions and solve problems. Ten features of the model are listed: (1) The purpose is to assist owner-operators or managers to become successfully established in a specific undertaking as an entrepreneur; (2) owner-operators and managers are the main clientele; (3) recruitment is carried out by the teacher; (4) personal contacts must be used in recruiting enrollees; (5) assessment of the learners' needs is done jointly by the teacher and individual enrollees; (6) instructional focus is on making intelligent management decisions; (7) subject matter is organized in a problem-solving format; (8) on-job instruction is characteristic; (9) enrollees' association for activities other than instruction is an optional feature; and (10) evaluation is focused on program results as evidenced by class members' progress toward successful establishment. This booklet includes a description of adult learners; the implementation of the model including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, using teaching tools, and giving on-job instruction; and result-centered evaluation. A table on when and how to use 29 different teaching tools is appended. (EM)

ED 141 590 CE 011 633

Bail, J.P. Cushman, H.R.

Teaching Adult Education Courses: The Self-Fulfillment Model. Social Sciences. Agricultural Education 2. Information Bulletin 91.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date—75

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Course Evaluation, Curriculum Development, Evaluation Methods, Individual Development, *Models, Needs Assessment, *Program Development, Program Guides, *Program Planning, *Self Actualization, Teaching Methods, Teaching Techniques

Identifiers—New York

The model described here was developed for use as a program planning guide by teachers, many of them tradesmen and lay people, at the secondary school level, who offer courses to adults pursuing interests that will add meaning to their lives. Ten features of the model are listed: (1) The purpose is to assist learners in the pursuit of interests which they believe will add meaning to life; (2) the general public is the clientele; (3) recruitment is brought about by the director of adult education; (4) recruitment procedures rely heavily on mass media use; (5) the learners' needs are assessed by determining their felt needs using the ask them approach; (6) instruc-

tional focus is on topics and projects; (7) subject matter is organized as an outline of information or procedures; (8) the atmosphere is informal; (9) there is variability among learners; and (10) program evaluation is focused on the teacher's methods and satisfaction of the learners. This booklet includes a description of adult learners; the implementation of the model including making administrative arrangements, recruiting, determining instructional needs, planning the program, planning for teaching the instructional units, and using teaching tools; and method-centered evaluation. One table on when and how to use 29 different teaching tools and two tables showing teacher and student feedback forms are included. (EM)

ED 141 591 CE 011 635

Walsh, John

Crucial Issues Pertaining to the Establishment of Community-Education Work Councils.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—400-76-0118

Note—78p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Organization, Advisory Committees, Agency Role, *Citizens Councils, Community Organizations, Community Responsibility, *Educational Opportunities, Financial Support, Government Role, Labor Problems, Labor Unions, Pilot Projects, *School Community Cooperation, *School Community Relationship, *School Industry Relationship, Vocational Education, Youth Employment

This paper is one of a series related to various aspects of a pilot project to establish community-education work councils composed of educators, employers, local union representatives, and representatives of community organizations or of the general public. Following a historical overview of the relationship between industry and education and between labor and education, the paper is organized into three sections. Section I discusses some of the major ideas and assumptions underlying the proposed establishment of community work-education councils and identifies seven crucial issues that relate to the youth unemployment rate, adult education opportunities, collaboration vs. cooperation, definition of community, council funding, community interest, and responsibility for establishing councils. Section II contains a review of existing mechanisms similar to the proposed councils. Section III places the seven issues into four main categories and discusses each: Community interest, the question of isolation, the question of poor preparation, and the Federal role. (LMS)

ED 141 594 CE 011 651

Paul, Nicholas L. Skinner, William R.

New Hampshire VIEW (Vital Information for Education & Work). 1976 Revised Edition.

Journal Cit—BBB01019RMQ66000

New Hampshire Univ., Durham. Occupational Education Resource Center.

Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.; Office of Education (DHEW), Washington, D.C.

Pub Date—30 Nov 76

Note—1,454p.

EDRS Price MF-$2.67 HC-$78.37 Plus Postage.

Descriptors—Employment Qualifications, Job Skills, *Occupational Guidance, *Occupational Information, *Resource Guides

Designed as an aid to occupational guidance, this document contains 360 alphabetically arranged job descriptions. It is an update of the three-volume "New Hampshire Jobs" series published in 1973. Each job description sheet includes job title, "Dictionary of Occupational Titles" (DOT) number, brief description, skills required, appropriate interests, specific duties, job characteristics, conditions for advancement, related occupations, preparation and training, earnings, and where to get more information. The document also contains an alphabetical listing of the contents, an evaluation questionnaire, and 10 pages of mailing addresses of sources to contact for information on various occupations. (LMS)

ED 141 597 CE 011 657

Krantz, Gordon C.

Competencies of Special Needs Coordinators.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—6 Apr 77

Note—15p.; Paper presented at American Educational Research Association annual meeting (New York, New York, April 6, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrator Role, *Coordinators, *Educational Coordination, Educational Research, *Handicapped Students, Inservice Education, *Job Skills, Occupational Information, Performance Based Education, Professional Occupations, Professional Training, Program Coordination, *Role Perception, State Surveys, Vocational Education

Identifiers—Minnesota

A study was undertaken to describe the job and required competencies of local coordinators of vocational education programs in Minnesota for handicapped and disadvantaged students. The approach taken to the job description was a competency-based training design, calling for the specification of the competencies required by the position. A list of 44 competency statements was developed and submitted to the 33 incumbent coordinators who had responded to a questionnaire asking for a description of their programs and individual characteristics. The ratings of the 44 competency statements as made by the 33 incumbents, presented in tabular form, showed that most of the statements were considered important or essential to the job. It was therefore concluded that the competencies were descriptive of a single job class. The longer-range objective of the study was to provide a base for a proposed inservice training program for this new class of educational personnel, called coordinators of special needs. The competencies required also imply program needs of handicapped and disadvantaged students in vocational education. (MF)

ED 141 598 CE 011 689

Stenography Refresher Course. Instructor's Guide for an Adult Course. Part II.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—76

Note—120p.; For related document, see ED134731

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Education, Classroom Materials, Course Content, Job Skills, *Lesson Plans, Office Occupations Education, *Office Practice, Post Secondary Education, *Refresher Courses, Secondary Education, Secretaries, Skill Development, *Stenography, Teaching Guides, *Typewriting

Identifiers—New York

Practice materials and teaching suggestions for a refresher course in stenography are presented in 10 lessons, eight of which include drill practices in shorthand and typing. Each lesson includes objectives, content outline, and content details with teaching tips. Where appropriate the instructor may duplicate materials to give to students or make transparencies for classroom discussion. Practice materials for the work of secretaries in a bank and in a law office are based on studies of the work done in such offices. Course content is suitable for use in the adult education programs of school districts and Boards of Cooperative Educational Services and in the community colleges of New York State. Teachers may also find the office applications useful in secretarial practice classes at the high school level. (MF)

ED 141 599 CE 011 699

Franken, Marion E.

Health Occupations Teacher Education Planning. Summary of Findings, Conclusions and Recommendations.

Journal Cit—RMQ66000ZQU97865

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—30 Jun 75

Note—143p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Course Content, Educational Needs, *Health Occupations Education, *Needs Assessment, Post Secondary Education, *Preservice Education, Program Descriptions, *Program Planning, Secondary Education, Teacher Certification, Teacher Education, *Teacher Education Curriculum, Teacher Supply and Demand, *Vocational Education Teachers

Identifiers—Wisconsin

This report, resulting from a project to develop a health occupations teacher education program (HOTEP) within the University of Wisconsin system, is presented in five sections and contains data and materials providing evidence to support the need for such a program. Section I discusses national health care needs and trends. Some existing HOTEPs are described in Section II. Colleges and universities giving information on their present programs included details pertaining to types of degrees and course offerings. Section III presents an estimate of the need for teachers of health occupations education at the secondary and postsecondary levels of instruction, along with a statement of the need for health care workers. Potential financing for HOTEP is discussed in Section IV, and recommendations and suggestions for the program are listed in Section V. Statistical data on Wisconsin health care education and employment are appended. (MF)

ED 141 600 CE 011 700

Franken, Marion E.

Secondary Health Occupations Workshop. Final Report.

Journal Cit—RMQ66000ZQU97865

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—28 Jun 74

Note—138p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Conference Reports, *Curriculum Development, Educational Coordination, *Educational Needs, Guidelines, *Health Occupations Education, Health Personnel, Program Development, Secondary Education, Standards, Vocational Education, Vocational Education Teachers, Workshops

Identifiers—*Wisconsin

Goals of the secondary health occupations workshop held May 16-18, 1974, in Madison were to develop a set of guidelines for health occupations education in Wisconsin secondary schools and to increase educators' awareness of the need for such education in Wisconsin. Speeches and panel discussions were titled as follows: "Health Care Trends–Needs for Education and Training," "The Students To Be Trained," "Health Occupations: Building the Career Ladder Concept into Health Training Programs," "Curriculum and Instructional Materials in Health Occupations," "Vocational Education and the Health Occupations," "Transfer of Learning: Health Careers Education," "ASAHP Glossary of Health Occupations Titles," "Local Programs in

Health Training," and "The Changing Environment for Health Manpower." This report presents the workshop agenda, list of participants, invited papers, and questions presented to speakers and their answers. Appended are a tentative plan for a 3-year curriculum in health careers education and the results of a survey of health occupational training in Wisconsin secondary schools. (MF)

ED 141 601 CE 011 701

Mining Technology. An Assessment Study for Educational Institutions Potential Involvement in Servicing the Mining Industry.

Journal Cit—BBB12921

Westmoreland County Community Coll., Youngwood, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Sep 76

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Colleges, *Course Descriptions, Curriculum Development, Educational Needs, Equipment Maintenance, Guidelines, Industrial Technology, Junior Colleges, Manpower Needs, Mechanical Equipment, Natural Resources, *Needs Assessment, Occupational Information, *Program Planning, Technology, *Trade and Industrial Education, Work Environment

Identifiers—*Coal Mining, *Mining

Prepared to serve the 2-year college administrator and faculty member in becoming acquainted with the coal mining industry and in developing degree and nondegree programs in mining technology, this report provides descriptions of the mining industry, organization of labor, job descriptions, types and methods of coal mining, certification requirements, and processes toward establishing technical and advisory assistance. (Information about the mining industry for this study was obtained from educational institutions currently offering mining programs, labor unions, regulatory agencies, coal operators, mining equipment manufacturers, and research concerns who have dealt with mining education.) A general outline of the methods of bituminous coal mining currently in use are presented, along with the labor structure inherent in each method. Proposed curricula are included for consideration by educational institutions wanting to develop mining technology programs or offer special related courses. Recommendations for the composition of an advisory council, a list of agencies to be contacted during the planning and implementation of mining courses, and a partial listing of textbooks are also included. (MF)

ED 141 602 CE 011 734

Management Information Systems for Vocational Education: A National Study. Research and Development Series No. 126.

Journal Cit—RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OE-C-300-75-0363

Note—98p.; Several pages may not reproduce well due to faint type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Administrative Problems, Data Analysis, Data Collection, Federal Government, Government Role, Interagency Cooperation, *Management Information Systems, National Surveys, Operations Research, Program Evaluation, *Program Improvement, *State Departments of Education, *Vocational Education

The status of State management information systems (MISs) is documented in this study, in which interviews were conducted with MIS directors and senior administrators from agencies in the 47 participating States. Constraints to improving these systems are also described and recommendations are provided to the U.S. Office of Education (USOE) to facilitate MIS improvements. Chapter I contains an overview, the objectives, and the design of the study. Chapter II documents the current status of State MISs using a scheme developed for that purpose. Chapter III reports on the outcomes and benefits accruing to States that received part C grants from USOE for MIS purposes. Chapter IV describes reported constraints to improving MIS in the States. Chapter V lists recommendations for facilitating improvements in State MISs and the rationale for them. The appendixes include lists of consultants, State divisions of vocational education participating in the study, interviewers assisting with data collection at regional sites, and a copy of the letter to States describing interview procedures. (HD)

ED 141 603 CE 011 735

Ford, Joseph A. And Others

A Seminar on Current Issues in Vocational Teacher Education in Virginia (Norfolk, Virginia, February 10-11, 1977).

Journal Cit—BBB11069

Norfolk State Coll., Va. Div. of Home Economics.; Norfolk State Coll., Va. Div. of Industrial Education and Technology.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date—May 77

Note—122p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Educational Needs, Educational Planning, *Educational Problems, Educational Trends, Problem Solving, Programing Problems, Seminars, Teacher Attitudes, *Teacher Education, Teacher Educators, Vocational Education, *Vocational Education Teachers

Two major objectives of the seminar on current issues in vocational teacher education in Virginia were (1) to identify priority concerns, problems, and needs in vocational teacher education in Virginia, and (2) to explore alternatives and solutions to the problems identified. Teacher educators, deans of education, vocational education administrators, area supervisors, educational advisory council members and others responsible for implementing vocational education constituted the forum. Informal, brainstorming sessions were analyzed and synthesized for guidance to relevant changes in the process and product of vocational teacher education in Virginia. An analysis of the small group interaction suggestions produced ten categories: Administration, articulation, communication, curriculum development, evaluation, expansion-involvement, legislation, professional staffs, recruitment, and student teaching. A periscopic synthesis delineated the target areas (who) and the action (what) for each of these ten categories. The approximately 50 cumulative solutions, stated in behavioral terms, represent recommendations to the State Advisory Council on Vocational Education and appear to be significant in educational planning and decision making for vocational teacher education in Virginia. (Author/HD)

ED 141 604 CE 011 736

Cameron, H.J. And Others

The Metric System and Its Impact on Business Education.

Delta Pi Epsilon, New Britain, Conn. Beta Mu Chapter.

Pub Date—Nov 76

Note—62p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Business Education, *Business Subjects, Consumer Education, Curriculum Development, Mathematics Instruction, *Metric System, Resource Materials, Stenography, Teaching Guides, Teaching Procedures, Typewriting

Designed for business educators desiring to understand their role and responsibility in training students on the subject of metrics, this guide is a compilation of information supplemented by resource lists and discussion of the implications for specific business education courses. An introduction discusses the U.S. government and the metric system, the meter as a standard of measurement, metrics in education, and metric terms. Sections follow on commonly listed advantages of the metric system, the need for instruction, the instructional program, teaching materials, and metric topics for instruction. A short think-metric questionnaire is included along with a list of objectives and test questions for a short metric workshop or course. A section is devoted then to discussion of how metrication will affect business and industry, how it will affect business mathematics and mathematics-oriented business subjects, how it will affect consumer education, and how it will affect typewriting and related subjects. Appendixes contain various metric charts and other teaching aids and bibliographies of teaching materials and other resources for further information and for use in curriculum development. (HD)

ED 141 605 CE 011 747

Summaries of R & D Reports. No. 17.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jun 77

Note—26p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Abstracts, *Employment Problems, *Employment Programs, *Employment Services, Federal Programs, Health Personnel, *Research Projects

These summaries of research and development reports are issued by the Employment and Training Administration, Department of Labor (DOL) and are designed to provide pertinent information about specific research and development (R&D) studies. Each of the 10 summaries includes availability and cost (where applicable), source of the report, completion date, contract number, subject of the report, title, abstract, and a file number. (The file number is part of a filing system organized by the major categories of employment and training operation: Planning and administration, applicant services, placement services, employer services, correction-/legal, public employment programs, manpower economic and social policies, and special manpower research grants-not elsewhere classified.) Titles of the reports included are "Health Manpower Employment," "Youth in the WIN Program," "What Has Been Learned from the Work Incentive Program and Related Experiences: A Review of Research with Policy Implications," "The Impact of Work Tests on the Employment Behavior of Welfare Recipients," "The Implementation of CETA in Ohio," "Improving Employment Opportunities for Female Black Teenagers in New York City," "The Comparative Labor Market Role of Newspaper Help Wanted Ads and Public Employment Service Job Listings," "Back on the Street-From Prison to Poverty," "Rural Oriented R&D Projects Supported by ETA/USDL: A Review and Synthesis," and "Employment Service Management; Job Marching; Employer Services; Job Search; Public Employment; Job Placement." (SH)

ED 141 610 CE 011 813

Goldstein, Michael B.

The Current State of Career Education at the Postsecondary Level.

National Advisory Council for Career Education, Washington, D.C.Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Note—121p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (Stock Number 017-080-01734-2)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Agency Role, Attitudes, *Career Education, Colleges, Educational Administration, Educational Objectives, Educational Practice, Educational Research, Educational Trends, *Federal Programs, Government Role, Higher Education, National Surveys, *Policy Formation, *Post Secondary Education, Universities, Work Experience Programs

Prepared for the National Advisory Council for Career Education, this report of a study on the current state of career education at the postsecondary level provides an overview of how American colleges and universities perceive and practice career education, together with a set of recommendations for action to encourage and facilitate the adoption and implementation of this concept. The report contains an aggregation of interview responses elicited from institutional officers, faculty, administrators, and students from a cross-section of colleges and universities including public and private schools; 2-year, 4-year, and graduate institutions; and those representing various purposes, sizes, and geographical areas. Based on the study, 14 findings are outlined and discussed; 10 recommendations are made for what the Office of Career Education in particular and the Federal government in general can do to encourage and facilitate the acceptance and adoption of career education. Career education in the context of higher education, and career education perceptions and practices are discussed in detail. An exemplary list of Federal programs with the potential for providing support to the development and implementation of the career education concept at the postsecondary level is provided. (TA)

ED 141 612 CE 011 847
Flammable Fabrics. Distributive Education. Teacher's Guide. No.2-T.
Consumer Product Safety Commission, Washington, D.C.
Pub Date—76
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Consumer Education, Curriculum Guides, Distributive Education, Federal Legislation, *Fire Protection, Instructional Materials, Learning Activities, Safety, *Safety Education
Identifiers—*Fabrics

This miniproduct safety unit is designed as a flexible resource unit and has material for one or several class periods. It is intended to give students some basic information about flammable fabrics and government rules regulating them. There is also information about the new flame resistant materials and their care and maintenance. The unit includes teaching objectives, student readings, a question and answer activity, discussion questions, and class activities. (HD)

ED 141 616 CE 011 867
Nunn, Tony And Others
Revised Curriculum for the Vocational Experiences Classes. Grade 9. Catalog No. 13.498.
Journal Cit—FGK21430
Hardin County Board of Education, Elizabethtown, Ky.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Jun 76
Note—105p.; Some pages may reproduce poorly due to color of paper of the original document
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, Curriculum Guides, *Disadvantaged Youth, *Educable Mentally Handicapped, Grade 9, Learning Activities, Occupational Clusters, Occupational Information, Secondary Education, *Simulation
Identifiers—Kentucky

Designed for ninth grade disadvantaged and educable mentally handicapped students for occupational orientation and exploration, this revised curriculum guide consists of eight sections, five of which incorporate simulation units to provide hands-on experience. The sections are: Orientation to the School; Orientation to Self in Relation to the World of Work; Preparing for the World of Work; Job Clusters and the Restaurant Unit; Getting a Job and Assembly Work Unit; Money and Banking Unit; Motel and Transportation Units; and Consumer and Career Grocery Unit. Each section includes rationale, objectives, recommended teaching-learning evaluation strategies, and a list of resources. The simulation units contain specific suggestions for day-to-day activities; for example, in the restaurant unit, students discuss the requirements of a number of restaurant jobs, receive a visit from a local restaurant manager, practice duties required of restaurant personnel, visit a restaurant, discuss the field trip, and evaluate the unit. Student evaluation questionnaires (reactions to a field trip, opinions of various duties connected with a particular occupation) are included. (LMS)

ED 141 617 CE 011 883
Management Information System for Vocational Education. MISVE Document Catalog. Research and Development Series No. 127A.
Journal Cit—BBB06621RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—NE-C-00-3-0078; OE-C-300-75-0184
Note—31p.; For related documents see CE 011 883-888
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Agencies, *Catalogs, Computer Oriented Programs, *Management Information Systems, Program Planning, Resource Guides, *Vocational Education

This catalog contains an overview and a table of contents (where applicable) for each of five documents designed for use with MISVE–Management Information System for Vocational Education. (MISVE was designed to provide users with an advanced management information system (MIS) capability that could effectively respond to current information needs of vocational education managers, to their new and emerging data needs, as well as permit adaptability in meeting the unique operational requirements.) Each document overview included in this catalog also covers the purposes for the specific document and the audience(s) to whom it is directed. This catalog and the five related documents described are intended for potential system users to guide them in assessing the value of MISVE for their needs and to provide information needed by them to adapt and install MISVE. (Documents are titled "MISVE Executive Summary," "MISVE General Description," "MISVE Administrators' Orientation," "MISVE Technical Description," and "MISVE Source Data Input Procedures.") (SH)

ED 141 619 CE 011 885
Management Information System for Vocational Education. MISVE General Description. Research and Development Series No. 127C.
Journal Cit—BBB06621RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—NE-C-00-3-0078; OE-C-300-75-0184
Note—29p.; For related documents see CE 011 883-888
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Agencies, Computer Oriented Programs, *Data Collection, *Data Processing, Guides, *Management Information Systems, Program Descriptions, *Program Design, *Vocational Education

One of six documents describing the Management System for Vocational Education (MISVE), this document is intended to provide those persons who would administer, manage, or support MISVE operations with a basic understanding of the product package. This description of MISVE includes purposes and features, how the system differs from other vocational education management information systems, how MISVE operates, and what it can accomplish. (MISVE was designed to provide users with an advanced management information system (MIS) capability that could effectively respond to current information needs of vocational education managers, to their new and emerging data needs, as well as permit adaptability in meeting the unique operational requirements.) The authors note that the document is written in a basically nontechnical style. Background information about the development of the information and computer software subsystems is included. (SH)

ED 141 620 CE 011 886
Starr, Harold Hulse, Ira
Management Information System for Vocational Education. MISVE Administrators' Orientation. Research and Development Series No. 127D.
Journal Cit—BBB06621RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—NE-C-00-3-0078; OE-C-300-75-0184
Note—39p.; For related documents see CE 011 883-888
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrative Agencies, Administrator Guides, Computer Oriented Programs, Data Collection, *Information Processing, *Management Information Systems, Operating Expenses, Personnel Needs, *Program Administration, Program Design, *Program Development, *Staff Role, Statewide Planning, Training, *Vocational Education

One of six documents describing the Management Information System for Vocational Education (MISVE), this document is intended to provide administrators and managers with information needed by them to estimate resource requirements for implementing MISVE in their State, plan for selecting and implementing generalized computer software, plan for adapting the prototype package, and plan for information flow. (MISVE was designed to provide users with an advanced management information system (MIS) capability that could effectively respond to current information needs of vocational education managers, to their new and emerging data needs, as well as permit adaptability in meeting unique operational requirements.) Two sections are included: Section I is concerned with planning concerns that need to be considered by MISVE management and staff responsible for system operations. (These concerns include orienting data suppliers and consumers to MISVE, planning for information flow, and planning for staff training.) Section II details the resources required to install and operate MISVE. (SH)

ED 141 621 CE 011 887
Hulse, Ira And Others
Management Information System for Vocational Education. MISVE Technical Description. Research and Development Series No. 127E.
Journal Cit—BBB06621RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77

Contract—NE-C-00-3-0078; OE-C-300-75-0184
Note—150p.; For related documents see CE 011 883-888. Appendix A (18 pages), System 2000 Description (extracted from the "General Information Manual," by MRI Systems Corporation, Austin, Texas), was removed due to copyright
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Computer Oriented Programs, *Flow Charts, *Information Processing, *Information Systems, *Management, *Management Information Systems, Program Evaluation, Programing, *Vocational Education

One of six documents describing the Management Information System for Vocational Education (MISVE), this document is intended for MISVE managers and electronic data processing (EDP) operations staff who would be responsible for the implementation and maintenance of the MISVE on the computer. (MISVE was designed to provide users with an advanced management information system (MIS) capability that could effectively respond to current information needs of vocational education managers, to new and emerging data needs, as well as adapt to the unique operational requirements.) In four sections, this document (1) details computer hardware/operating system requirements for implementing and operating SYSTEM 2000 (the generalized data base management system used with MISVE), the programing and operations support, and the training required by EDP technical staff to implement and maintain the MISVE computer software; (2) provides a discussion of the relationships between the MISVE information and computer software subsystems; (3) provides a description of the computer processes that comprise the MISVE computer software support subsystem; and (4) provides the technical EDP staff with documentation required to understand the computer programs involved in the loading and maintenance of the MISVE data base. (SH)

ED 141 622 CE 011 888

Management Information System for Vocational Education, MISVE Source Data Input Procedures. Research and Development Series No. 127F.
Journal Cit—BBB06621RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—77
Contract—NE-C-00-3-0078; OE-C-300-75-0184
Note—227p.; For related documents see CE 011 883-888 ; Some parts may be marginally legible due to print quality of the original document
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—Computer Oriented Programs, *Data Processing, Guidelines, *Input Output, *Management Information Systems, Staff Role, *Vocational Education

One of six documents describing the Management Information System for Vocational Education (MISVE), this document is designed as a reference manual for MISVE data input clerks and technical support personnel. (MISVE was designed to provide users with an advanced management information system (MIS) capability that could effectively respond to current information needs of vocational education managers, to their new and emerging data needs, as well as adapt to unique operational requirements.) This manual includes coding instructions, scheduling, keypunch instructions, and card layout formats for the MISVE prototype source data instruments. It also provides information needed by MISVE technical staff to modify and revise input procedures to reflect local changes in source data instrument format, content, and specifications. The appendixes include cross references between source data instruments and data fields. (SH)

ED 141 623 CE 011 908

Curriculum Guide for Building Construction.
Oregon State Board of Education, Salem.Oregon State Dept. of Education, Salem.
Pub Date—Feb 72
Note—445p.; This guide was prepared by Instructional Services of Oregon State Dept. of Education
Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($2.50)
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors—*Accident Prevention, *Annotated Bibliographies, *Behavioral Objectives, *Building Trades, *Construction (Process), Course Description, Curriculum Guides, Entry Workers, Grade 11, Grade 12, Instructional Materials, Job Skills, Learning Activities, Occupational Information, Resource Materials, Safety, School Shops, Secondary Education, Shop Curriculum, *Skill Development, Vocational Education
Identifiers—Oregon

This guide outlines the basic skills and knowledge necessary for entry-level competencies in the field of building construction, or for entrance into a post-high school or university program. The introductory section includes (1) brief job descriptions from the "Dictionary of Occupational Titles" for the seven key occupations represented in the construction cluster–carpenter, trowel trades, iron worker, pipe trades, floor layer, painter, and roofer, (2) Oregon manpower data, (3) a task analysis for determining course content, (4) an instructional analysis for organizing learning experiences, (5) a suggested list of allied elective courses, and (6) a suggested construction cluster curriculum. Instructional specifications constitute the major portion of this guide and are organized in the following areas, which are discussed in separate sections: Communications, layout, cutting and fitting, fastening and assembly, construction materials, finishing, and safety. Each of the sections includes statements of required knowledge, expected behaviors (skills) upon completion of the section, suggested learning activities, and an annotated list of instructional materials (print and nonprint). Appendix A (51 pages) presents guidelines for an accident prevention program for school shops and laboratories. Appendix B is a prioritized list of minor tools and equipment and appendix C is a four-page iirectory of media producers and distributors. (SH)

ED 141 624 CE 011 918

Andrisani, Paul J. And Others
Work Attitudes and Labor Market Experience: Evidence from the National Longitudinal Surveys.
Journal Cit—BBB13219
Temple Univ., Philadelphia, Pa. School of Business Administration.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—May 77
Contract—DL-21-42-75-06
Note—315p.; Tables may be of marginal legibility due to small print; Study directed by Center for Labor and Human Resource Studies of Temple University, School of Business Administration
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—Age, Employment, *Employment Experience, Employment Patterns, Industrial Relations, *Job Satisfaction, Labor Market, *Motivation, Occupational Mobility, Personnel Management, Productivity, Race, Sex Differences, Social Science Research, Trend Analysis, Wages, *Work Attitudes
Identifiers—United States

A study was done to examine the influence of several work attitudes on a number of facets of subsequent labor market experience, as well as the influence of labor market experience on the work attitudes. Based on interview data on about 20,000 respondents from the National Longitudinal Surveys representative national samples of men 14 to 24 and 45 to 59, and women 14 to 24 and 30 to 44, analysis revealed consistent and systematic effects of a number of work attitudes on the respondents' subsequent success in the world of work over the next two to five years. Additionally, the data provided considerable support for the hypothesis that success and failure in work roles help shape the work attitudes people come to hold. Confidence in these findings is strengthened by the fact that the observed relationships were independent of individual differences in skills, abilities, and demographic distribution, and were obtained on the basis of longitudinal as well as cross-sectional data. (Author/EM)

ED 141 625 CE 011 938

Educational Strategies for Working with Mexican-American Students.
Journal Cit—RMQ66000
Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.Arizona State Univ., Tempe.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—106p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, *Cultural Background, Institutes (Training Programs), Learning Activities, *Mexican Americans, *Occupational Guidance, *Post Secondary Education, *Secondary Education, Sociocultural Patterns

Written for an institute for guidance, counseling, administrative, supervisory, and teaching personnel in vocational programs for Chicano students at the secondary or postsecondary school level, this manual features essays on various aspects of the Mexican-American culture and several sections related to career education. Starting with brief discussion of the history of Mexican-Americans and an explanation of the term "Chicano," the manual also contains essays on demography, the social class structure of the Chicano family, education, politics, fatalism, spirituality, self concept, folklore, love of nature, food, music, dance, children's games, literature, architecture, and language and bilingualism. The document also includes sections on career information, awareness, preparation, and exploration and a number of suggested student learning activities related to career education, for example, writing letters of application. Another section carries a list of sources of scholarships and loans for Mexican-Americans, and the final section contains a list of suggested readings. Recommendations of participants of the institute for use of the manual are included. (LMS)

ED 141 635 CE 011 977

Tindall, Lloyd Gugerty, John J.
Building Vocational Education for the Handicapped.
Pub Date—15 Jul 77
Note—9p.; Paper presented at the Central States American Educational Research Association (Columbus, Ohio, July 15, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Emotionally Disturbed, *Handicapped Students, *Individualized Curriculum, *Inservice Teacher Education, Learning Disabilities, Perceptually Handicapped, Program Descriptions, Special Education Teachers, *Vocational Education Teachers
Identifiers—Wisconsin

The Wisconsin Vocational Studies Center presents a 12-session course called "Program Modification and Prescriptive Teaching for Handicapped Students." Working with the administrators and teacher inservice committees of Wisconsin's vocational, technical, and adult education districts, the

center staff designs the program to meet the specific needs of the teachers in each class. The staff is prepared to offer instruction in 10 disability areas and 7 content areas. Initial instruction prepares the teachers for the process of prescriptive teaching and curriculum modification (model included). The remainder of the 12 sessions offer instruction in working with students who have specific or multiple disabilities. (The authors include a description of the preparation process in three of these areas: Preparing teachers for work with emotionally troubled students, with the learning disabled, and with hearing impaired students.) To support the inservice program a free loan library on handicapped and special education materials is provided for any teacher's use. In addition, the staff of Wisconsin Vocational Studies Center has already published one document on vocational/career programs for the handicapped and is currently developing a series of publications to assist vocational educators of handicapped learners. (BM)

ED 141 636 CE 011 980

Kowarsky, Irving

Discrimination in Employment.

Iowa Univ., Iowa City. Center for Labor and Management.

Pub Date—76

Note—248p.

Available from—Center for Labor and Management, College of Business Administration, Phillips Hall, The University of Iowa, Iowa City, Iowa 52242 ($5.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Age, Constitutional Law, Court Litigation, Discriminatory Attitudes (Social), *Discriminatory Legislation, *Employment Practices, Employment Problems, Equal Opportunities (Jobs), Federal Legislation, Health, Public Policy, *Racial Discrimination, *Religious Discrimination, *Sex Discrimination, *Social Discrimination, State Legislation, Textbooks

Identifiers—United States

Intended as a guide on discrimination problems and issues for students and practitioners in the area of employment relations, this book interrelates historical, religious, economic, medical, and sociological factors surrounding racial, religious, national, sex, age, and physical and mental discrimination to explain discrimination in employment. The chapters in the first half of the book on racial and religious discrimination develop the background related to the roots of discrimination; discuss the relationship between traditional economic theory and discrimination issues; analyze Court interpretations of the Constitution; and examine the development and application of Federal policy related to discrimination through a discussion of Federal labor laws and executive orders, and State and Federal fair employment legislation. The remainder of the book focuses on sex, age, health, and other specific types of discrimination such as experienced by homosexuals and ex-convicts, each in turn being discussed in terms of history and applicable legislation. Supreme Court decisions in six cases, a bibliography, and publications of the Center for Labor and Management are appended. (EM)

ED 141 637 CE 011 982

Sheppard, N. Alan Witherspoon, Everette L.

Career Education: Implications for Minorities.

Pub Date—8 Apr 77

Note—18p.; Paper presented at the American Educational Research Association annual meeting (New York, New York, April 8, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Blacks, *Career Education, Career Opportunities, *Educational Attitudes, *Educational Problems, *Minority Groups, School Role, Social Problems, Unemployment, *Vocational Education

In general, minorities, especially blacks, approach career education warily, fearing it might turn out to be a new name for an old game. Statistics indicate the minority dilemma; for example, unemployment among minorities 16 and older is nearly twice the white unemployment rate. A number of critical questions about career education as related to minorities need to be answered. Some of the basic issues leading to minority skepticism toward career education follow. Career education is sometimes equated with a discredited vocationalism, and vocational education has done little to bring about economic parity. Career education should be integrated into the curriculum. It should help break down job discrimination based on race or sex and should not be a deterrent to the gains by blacks in higher education. Another issue relates to the role of the schools in teaching basic skills necessary to qualify for a job or career. Career education should also allow for the development of ethnic awareness. The question is: Is career education the direction that will lead to educational and economic parity with the majority? If, however, career education becomes a way to maintain discrimination through the tracking of minority students, the result will be to further alienate the minorities from the educational system. (LMS)

ED 141 638 CE 011 985

McKinlay, Bruce

Characteristics of Jobs That Are Considered Common: Review of Literature and Research. Information Series No. 102.

Journal Cit—BBB06621

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Contract—NE-C-00-3-0078

Note—63p.

Available from—Ohio State University, Center for Vocational Education, 1960 Kenney Road, Columbus, Ohio 43210 ($3.80)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Change, Career Education, *Classification, Cluster Grouping, Curriculum Planning, *Individual Characteristics, *Job Analysis, Literature Reviews, *Occupational Clusters, *Occupational Mobility, Research Projects, *Socioeconomic Status, Vocational Development, Work Environment

This paper represents one component of a multifaceted research and development effort aimed at identifying the types of personal and job characteristics common to and transferable from one work situation to another to determine what schools should be teaching to all students to improve their chances of adapting to new jobs. This particular study contains a review and synthesis of the major types of occupational classification schemes and their implications for occupational transfers. After a section outlining the focus of the paper, the major types of occupational analysis are discussed: Job analysis, analysis of worker traits, and ranking of jobs by socioeconomic status. The author describes the distinguishing features pointing out the strengths and weaknesses and citing literature related to each system. The relevance of the systems to career education curriculum is also discussed. Another section deals with the contribution career development theory makes to an understanding of individual decisions to change occupations. One section states that curriculum areas are not appropriate to use as an occupational classification system. Two sections relate the work environment and labor market demand to occupational transfer. A summary of the major classification approaches follows with several suggestions for a general purpose system and a discussion of the implications of the research for educational planning. Ten of the 61 pages are devoted to a bibliography, and a list of other planned reports on the project is appended. (LMS)

ED 141 639 CE 011 997

Pautler, Albert J., Jr., Ed.

The Future of Vocational Education. Papers from the Bicentennial Conference on Vocational Education (Minneapolis, Minnesota, October 10-13, 1976).

Journal Cit—BBB03062

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—77

Note—235p.; For a related document see CE 011 168

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 ($13.00)

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Conference Reports, Curriculum, Delivery Systems, Disadvantaged Groups, *Educational Planning, *Educational Policy, *Futures (of Society), Handicapped Students, Manpower Development, Minority Groups, Public Policy, *Vocational Education

Manpower education policy, planning, curriculum content, the needs of special populations, and delivery systems are the major topics of these 21 papers presented by various vocational leaders at the National Bicentennial Conference on Vocational Education. The titles of these presentations include "On Thinking about Vocational Education Policy," "The Place of Skill Acquisition in a National Manpower Policy," "Education for What," "Vocational Educational Futures: Some Sociological Dimensions and Considerations," "An Economist's (Solicited and Surprisingly) Cheerful Message to Vocational Educators," "The Demographic and Employment Perspective for the Future of Vocational Education," "Future Political Impact on Vocational Education Planning," "International Issues Related to the Future of Vocational Education and Training," three papers titled "What Should Be Taught in the Future," "Labor and Vocational Education-"What Should Be Taught," "Meeting the Future Vocational Education Needs of American Natives," "The Implications of the Future Participation of Minorities and Women in Vocational Education Programs," "Meeting the Needs of the Handicapped," two papers on 'The Future of Vocational Education: A Youth Perspective," "Comprehensive Competence Based Education-A Bridge between Liberal and Applied Learning in Post-Secondary Education: America's Contribution to the Future of Education," "Vocational Education Delivery Systems of the Future," "Future Vocational Education Delivery Systems," and "Education for Work-A National Imperative" (the keynote address by Congressman Albert H. Quie). A conference summary with commentary by Edward B. Fiske and a conference overview and recommendations, prepared by Albert J. Paultler, are also included. (BM)

ED 141 640 CE 012 012

Sheppard, N. Alan Vaughn, D. Lanette

Guidelines for Methods and Techniques of Teaching Disadvantaged Students.

Journal Cit—BBB06496RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—Jun 77

Note—85p.

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia ($4.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Culturally Disadvantaged, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Effective Teaching, Low Achievers, Student Characteristics,

Teacher Characteristics, Teaching Guides, *Teaching Methods, *Teaching Techniques, Vocational Education, Vocational Education Teachers

Identifiers—Virginia

Recommended teaching techniques for instructing disadvantaged students are presented in this manual. A general definition of a disadvantaged student is given in the introduction, followed by a specific listing of characteristics which a student in the State of Virginia should exhibit in order to qualify for a special program for disadvantaged students in the State. Characteristics which make disadvantaged pupils difficult to teach are outlined; their strengths are also identified. Suggested positive approaches to teaching the disadvantaged are given, along with a listing of the qualities a teacher of the disadvantaged seems to need. Methods for selecting appropriate techniques for teaching the disadvantaged are examined, and the remainder of the manual is devoted to describing the use of twelve of these techniques and/or resources: Audiovisual aids, tape recordings, brainstorming, demonstrations, field trips, games, individualized instruction, peer teaching, project methods, resource centers, resource persons, and role-playing. A short bibliography is appended. (BL)

ED 141 641 CE 012 013

Sheppard, N. Alan And Others

The Participation of Minorities in Vocational Education, Manpower and Career Oriented Programs: Special Focus on Black Americans. An Annotated Bibliography.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date—77

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Black Culture, Black Education, *Black Students, *Career Education, Career Exploration, Career Opportunities, *Cultural Pluralism, Manpower Development, Minority Groups, *Student Participation, *Vocational Education

This annotated bibliography is designed as a reference for practitioners, students and researchers interested in black Americans in vocational education. A list of 90 entries represents varied perspectives on where, what, and how blacks and other minorities have been, and are now, involved in vocational education. Dates of materials are from 1963 to 1976. Entry numbers 81 through 90 are alphabetized as a separate group and deal with cultural pluralism in vocational education. A short summary of the concerns of many of the articles listed concludes the bibliography, along with conclusions and recommendations, based on the documents entered, regarding blacks participating in vocational education. (BL)

ED 141 642 CE 012 014

Sheppard, N. Alan, Ed. Pais, Nanette, Ed.

Workshop on the Development of Educational Personnel to Meet the Employment and Job Placement Needs of Handicapped Persons (Donaldson Brown Center for Continuing Education, Blacksburg, Virginia, January 13-15, 1977).

Journal Cit—BBB01318BBB02802BBB06496YUB91415

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Community Colleges, Richmond.; Virginia State Dept. of Education, Richmond. Div. of Special Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.; Virginia State Dept. of Vocational Rehabilitation, Richmond.

Pub Date—Mar 77

Note—159p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Conference Reports, *Educational Development, Educational Needs, Employment Counselors, *Employment Problems, Federal Aid, Federal Legislation, *Handicapped, *Instructional Staff, *Job Placement, Occupational Guidance, Vocational Education, Workshops

This document features the proceedings of a 3-day workshop which highlighted a 12-month project focusing on educational personnel who work with the handicapped. The document contains four major addresses: "An Overview of the Expanding Federal Commitments to Vocational Education and Employment of Handicapped Individuals" by William Halloran; "Barriers to Employment of the Handicapped: Implications of New Legislation" by Clayton B. Boyd; "Inter-Agency Cooperation and Planning" by Richard Macer; and "Humanizing Education for the Disadvantaged and the Handicapped" by Ruth Diggs. Four workshop presentations are also included: Vocational Training for Special Needs Persons: The Community Survey Component; Task Analysis; Vocational Assessment of Handicapped Individuals; and Criteria and Approaches for Job Placement and Employment. Appendixes include the workshop program, evaluation, and invitation letter and a list of participants. (LMS)

ED 141 643 CE 012 035

Eigeman, Elaine G., Ed.

Vocational Programs in Indiana for the Disadvantaged and Handicapped. Technical Report Series, 2.

Journal Cit—BBB12809

Indiana Univ., Bloomington. Dept. of Vocational Education.

Spons Agency—Indiana Research Coordinating Unit, Indianapolis.

Pub Date—Apr 77

Note—64p.; Report was prepared by the Research Dissemination Service of Indiana University

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Planning, *Disadvantaged Youth, *Handicapped Students, Indexes (Locaters), Instructional Materials, Job Placement, Material Development, *Program Descriptions, Regular Class Placement, Secondary Education, *Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—*Indiana

Fifty-six current Indiana vocational programs for the disadvantaged and handicapped are abstracted and summarized for use by State and national educators and administrators. Each abstract contains the project title and number, the developing county and school's name and address, the name of the contact person, total budget costs, type of program format, number of participants and grade level, and the number of the page which contains the project summary. The project summaries then present the objectives and describe more fully the participants and the format. Summaries are organized according to six types of program format: The mainstreaming approach, the extended experience approach, the separate classes approach for special needs students, career orientation, audiovisual and instructional materials development, and placement and followup services. An index lists all abstract numbers by their location in county and city and by their school or corporation name. (BM)

ED 141 645 CE 012 076

Hampson, Michael N. And Others

Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations As Identified by Agricultural Leaders in Ohio. Summary of Research Series. SR 12.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—77

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Agricultural Occupations, Agricultural Personnel, Curriculum Development, Employment Level, Group Activities, Individual Development, *Interpersonal Competence, *Job Skills, *Leadership, Occupational Surveys, *Opinions, Personal Growth, Vocational Education

Identifiers—Future Farmers of America, Ohio

Seeking to determine the leadership and personal development competencies that are needed by employees in agricultural occupations, the authors surveyed a sample of 280 Ohio agricultural leaders at the management, mid management, and labor occupational levels. The survey instrument was designed to identify competencies performed at each level, to determine the degree of importance of each competency, and to indicate which should be included in vocational agriculture curriculum. Based on a 76% response rate, a computer data analysis, and review by an advisory committee of agricultural educators to determine which competencies should be included in curriculum, the following conclusions were drawn: (1) Leadership and personal development competencies are performed by agricultural leaders and are important to successful performance in agricultural occupations at all three levels with no marked differences in performance or importance of competencies by occupational level, (2) FFA activities which promote leadership and personal development competencies were perceived as important, (3) personal development competencies were generally rated higher than leadership competencies in both performance and importance, (4) performance and importance ratings of competencies may not always be directly related, (5) and leadership and personal development competencies must be included in vocational education curriculum. The report suggests specific recommendations and implications for use of the study data and competency lists in program evaluation and development. (BM)

ED 141 647 CE 012 107

Brekke, Donald G. Gildseth, Wayne M.

South Dakota Statewide Core Curriculum, Career Ladder, and Challenge System. A Case History.

Journal Cit—BBB10787

South Dakota Univ., Vermillion. State-Wide Educational Services.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Report No.—A1.6

Pub Date—Oct 74

Contract—N01-AH-14158

Note—80p.; For a related document see ED 122 061 ; Additional support was provided by the South Dakota Regional Medical Program and the South Dakota State Department of Health

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Behavioral Objectives, *Career Ladders, Case Studies (Education), *Core Curriculum, Curriculum Development, Curriculum Guides, *Health Occupations Education, Post Secondary Education, *Professional Education, Statewide Planning

Identifiers—South Dakota

The South Dakota Core Curriculum Project involving the career ladder approach to health manpower training, which began in 1970, had seven objectives including the following: (1) To organize a Health Manpower Council for the entire State; (2) to define the areas of basic commonality among the various training programs; and (3) to develop a core curriculum for health manpower training on a statewide basis. Over a 3-year period, the Health Manpower Council (70 representatives from educational, health-care, and related institutions), through the work of its eight subcommittees and three council workshops, developed a core curriculum. This curriculum allows a student ultimately to possess a foundation of knowledge and skills on

which to build occupational mobility and permit an upward academic pursuit. (The appendix, comprising three-fourths of this report, contains the curriculum's topical content outline and 785 measurable behavioral objectives. The content is in two segments: (1) Primary level–that collection of fundamental tasks, skills, knowledge, and attitudes common to all health manpower training/education curricula–which includes three units: Health Care Delivery System, Introduction to Health Science, and Emergency Medical Care; and (2) secondary level–that collection which is common to more than one type of curricula–which includes six areas: Anatomy and physiology, chemistry, interpersonal relationships, microbiology, nutrition, and public health and health-care delivery.) (EM)

ED 142 685 CE 009 279

Career Planning Profile National Norms for Vocational-Technical Students beyond High School.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date—Apr 71

Note—188p.; Some parts may be marginally legible due to print quality of original

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Age, Blacks, Career Education, *Career Planning, Caucasians, Family Background, Mexican Americans, *National Norms, National Surveys, Occupational Clusters, Post Secondary Education, Racial Differences, Sampling, Spanish Americans, Statistical Analysis, Statistical Data, *Student Characteristics, *Tables (Data), *Vocational Interests

The Career Planning Profile (CPP) national norms presented in this document provide comprehensive information on the abilities, interests, and other personal characteristics of a cross section of vocational and technical students enrolled in a wide range of programs. It was developed to help young people consider a broad range of occupations and educational programs beyond high school. The national norms presented represent 17,137 vocational-technical students entering 100 postsecondary vocational-programs in community (or junior) colleges and other public vocational-technical institutions. Chapter 1 discusses norming the CPP and presents information on the selection of the national norm group, characteristics of the national norm group, norm group students, norm group institutions, and scaling the CPP measures. Chapter 2 concerns general norms, vocational-technical program cluster norms, and special subgroup norms. Chapter 3 presents career planning profile student report modifications and interpretative aids. Chapter 4 contains a summary of reliability and validity data, including vocational interest profile scale structure, differentiation of vocational-technical programs, and prediction of grades in vocational-technical courses. Appendixes, making up two-thirds of the document, contain a list of institutions administering the CPP during the national norming period, and detailed information and data on general norms, vocational-technical cluster norms, special subgroup norms, and program cluster profiles. (TA)

ED 142 686 CE 009 366

Demonstration Project for Institutionalizing the Upgrading of the Disadvantaged. Miscellaneous Series No. 24.

Journal Cit—BBB13219

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 76

Contract—DL-21-42-75-01

Note—324p.

Available from—National Technical Information Service, Springfield, Virginia 22151 ($5.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Demonstration Projects, Disadvantaged Groups, *Evaluation Methods, Industry, Job Skills, Personnel Evaluation, *Personnel Selection, *Promotion (Occupational), *Supervisors, *Validity

Two industrial programs designed to validly select employees for first line supervisory positions are examined in order to determine the capability of these selection programs to institutionalize the upward mobility of the disadvantaged into management positions. One program analyzed–assessment center–is a selection process specifically designed for the identification of persons with managerial and supervisory potential. The second program analyzed is a systematic method for developing selection tools and procedures. The discussion and analysis of the assessment center method is presented in eight chapters, which cover the pitfalls and value of the assessment method, history of the assessment process, a complete description of Michigan Bell's Personnel Assessment Program, issues in assessment, applications of assessment, the validity of the assessment center method, and conclusions and recommendations. The discussion and analysis of the performance analysis method is presented in four chapters, which cover its background, concept, process, demonstration projects, and conclusion. Results of the analyses show that both programs represent formal and systematic ways of identifying and selecting employees for entry level management positions. It is also noted that upgrading is inextricably intertwined with selection, and efforts to achieve the upward mobility of disadvantaged groups must take into account the characteristics of those to be upgraded and the characteristics of the job to be filled. (SH)

ED 142 688 CE 010 800

Freedman, Marcia Maclachlan, Gretchen

Labor Markets: Segments and Shelters. Conservation of Human Resources Series.

Journal Cit—BBB13219

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Contract—DL-21-36-73-04; DL-21-36-73-5; DL-21-36-75-20

Note—216p.

Available from—Universe Books, 381 Park Avenue South, New York, New York 10016 ($16.50)

Document Not Available from EDRS.

Descriptors—Age, *Classification, Collective Bargaining, *Demography, Educational Background, *Employment Level, *Employment Patterns, Family Income, *Income, Industry, Labor Conditions, Labor Demands, Labor Economics, *Labor Market, Labor Unions, Manpower Utilization, Occupational Clusters, Occupational Mobility, Occupations, Sex (Characteristics), Social Science Research

Identifiers—*Job Security, United States

Utilizing Federal census data from 1960 and 1970, this study provides (1) an overview of the job structure of the entire American economy as of 1970, by arranging the jobs in a new occupational-industrial matrix and ranking them in terms of average annual earnings; and (2) an analysis of the structural factors that distinguish the better from the worse jobs and identifies their relative importance. Part One explores structural arrangements that segment the labor market into jobs at various earnings levels. Chapter 1 provides comparative data from the 1960 and 1970 censuses. Chapters 2 and 3 expand the findings by explicating the institutional arrangements (organizational and bargaining factors) they represent. Part Two, in chapters 4 and 5, analyzes the same data by substituting demographic variables (sex, age, and education) for the structural ones and again comparing the 1960 and 1970 situations; and chapter 6 focuses on job combinations producing various levels of family income, giving special attention to single-earner families headed by women. Part three includes chapter 7, which develops the concept of job shelters (from the risks of competition in the market, unemployment, disability, and old age), and chapter 8, which presents implications for future research and public policy. (EM)

ED 142 689 CE 011 147

Powers, Thomas F.

Forecasting the Future Food Service World of Work. Final Report. Volume I. The Future of Food Service 1985-1990. Service Management Reports.

Journal Cit—BBB02135

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—Jun 75

Note—266p.; For related documents see CE 011 147-149

Available from—Pennsylvania State University, Service Management Reports, Food Service and Housing Administration, Henderson Human Development Building, University Park, Pennsylvania 16802 ($6.95)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Economic Change, *Food Service, *Food Service Industry, *Food Service Occupations, *Futures (of Society), Occupational Home Economics, *Prediction, Productivity, Trade and Industrial Education, Trend Analysis, *Vocational Education

Identifiers—Pennsylvania

Based on a study on the future of the food service industry, volume I of this three-volume report contains a series of scenarios intended to make 10- to 15-year projections into the future of the food service industry and to serve as a basis for replanning the vocational-technical curricula in the food service area. The scenarios are "canonical variations" of the model that the authors call the "Standard World" (adapted from the Bureau of Labor Statistics Employment Model). These scenarios present descriptions of the food service industry as it is expected to be affected by different circumstances. Three scenarios are based on optimistic economic assumptions; another scenario focuses on general areas of public sector food service; two more explore pessimistic economic assumptions; still another describes the foods which will be eaten in the future; and the final scenario explores the restaurant service. A discussion of the curriculum planning needed to prepare for the projected growth and change in the food service industry concludes volume I. (BM)

ED 142 690 CE 011 148

Powers, Thomas F., Ed. Swinton, John R., Ed.

Forecasting the Future Food Service World of Work. Final Report. Volume II. Centralized Food Service Systems. Service Management Reports.

Journal Cit—BBB02135

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—29 Jun 75

Note—221p.; For related documents see CE 011 147-149

Available from—Pennsylvania State University, Service Management Reports, Food Service and Housing Administration, Henderson Human Development Building, University Park, Pennsylvania 16802 ($6.95)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Centralization, Equipment Utilization, Facility Requirements, Food and Drug Inspectors, *Food Processing Occupations, Food Service, *Food Service Industry, *Food Standards, Marketing, Microbiology, Operations Re-

search, Prediction, Quality Control, Transportation, Trend Analysis
Identifiers—Pennsylvania
Volume II of a three-volume study on the future of the food service industry considers the effects that centralized food production will have on the future of food production systems. Based on information from the Fair Acres Project and the Michigan State University Vegetable Processing Center, the authors describe the operations of a centralized production facility and discuss the equipment needed for such operations. The other points considered by this study are microbiological quality control for centralized food preparation facilities; problems with regulations in the food processing and delivery industries; the distribution-transportation problem of commissary operations; and the potential commissary function for the wholesaler. (BM)

ED 142 691 CE 011 149

Powers, Thomas F., Ed. Swinton, John R., Ed.
Forecasting the Future Food Service World of Work. Final Report. Volume III. Technical Papers on the Future of the Food Service Industry. Service Management Reports.
Journal Cit—BBB02135
Pennsylvania State Univ., University Park. Food Service and Housing Administration.
Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Pub Date—30 Jun 77
Note—375p.; For related documents see CE 011 147-149
Available from—Pennsylvania State University, Service Management Reports, Food Service and Housing Administration, Henderson Human Development Building, University Park, Pennsylvania 16802 ($15.95)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—*Consumer Economics, Dining Facilities, Facility Requirements, Food Processing Occupations, *Food Service, Food Service Industry, Food Service Occupations, Food Standards, Marketing, *Nutrition, *Perception Tests, Quality Control, Research Projects, Sensory Experience, Technical Reports
Identifiers—Pennsylvania
This third and final volume of a study on the future of the food service industry contains the technical papers on which the information in the previous two volumes was based. The papers were written by various members of the Pennsylvania State University departments of economics, food science, nutrition, social psychology, and engineering and by members of the university's Food Service and Housing Administration. Titles of the studies included are "Consumer Perceptions of and Innovative Behavior Toward New Food Products"; "The Pennsylvania State University's Consumer Taste Panel Experiment"; "Sensory Evaluation of Freshly Prepared and Frozen-Reconstituted Gourmet Food Items at the Pennsylvania State University's Division of Food Science and Industry"; "The Potential Impact of Nutrition Delivery Systems on Food Nutrient Retention: Results of a Pilot Study"; "Seven Food Processing and Preparation Heat Transfer Experiments"; "Systems for Controlling the Physical Environment of Food Service Establishments: A Look at the Future"; "A Dynamic Model of Consumer Demand for Away-from-Home Food"; "A Study of Guests' Perceptions of Restaurant Servers"; and "A Nutritional Analysis of Consumer Choices in Fast Food Restaurants." (BM)

ED 142 692 CE 011 183

Cooper, Gloria S. And Others
Metrics for Good Measure. Level I. Student Workbook.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—OEC-0-74-9335
Note—64p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package) ; Some parts may not reproduce clearly
Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50; Level I Classroom Set, $65.00, includes instructor's guide, 15 student workbooks, audio tapes with script; Further information on other complete sets is available on request
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, *Daily Living Skills, Instructional Materials, *Learning Activities, *Measurement, *Metric System, *Skill Development, Workbooks
This workbook and the accompanying instructor's guide, three audio tape cassettes, and script for the audio tape comprise the Adult Basic Education Level I (grade 1.5) package on the metric system. The workbook's six sections follow a problem solving approach and present measurement activities similar to those involved in daily activities (i.e., preparing foods and reading temperatures). The six sections correspond to the six sections in the instructor's guide and to the audio tape. Section titles are Linear Measurement, Measurement of Weight, Review of Linear and Weight Measurement, Measurement of Capacity, Measurement of Temperature, and Final Review. Supplementary diagrams and charts are included. (SH)

ED 142 693 CE 011 184

Cooper, Gloria S. And Others
Metrics for Good Measure. Level I. Instructor's Guide. Student Posttest Booklet.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—OEC-0-74-9335
Note—82p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package)
Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.50; Level I Classroom Set, $65.00, includes instructor's guide, 15 student workbooks, audio tapes with script; Further information on other complete sets is available on request
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Adult Basic Education, Audiovisual Aids, Behavioral Objectives, Curriculum, Curriculum Guides, *Daily Living Skills, Instructional Materials, *Learning Activities, *Measurement, *Metric System, Resource Materials, *Skill Development, Student Evaluation, Teaching Guides
This guide and the accompanying student workbook, three audio tape cassettes, and script for the audio tape comprise the Adult Basic Education Level I (grade 1.5) package on the metric system. An introductory section to this guide provides (1) an overview of the materials in the package, and also includes a field tested six-step teaching sequence for making effective use of the materials, and a table coordinating the activities in the level I package; (2) background information on adult basic daily living skills; and (3) a discussion of the design and use of the student workbook and the instructor's guide. Four instructional sections (linear measurement, measurement of weight, measurement of capacity, and measurement of temperature) include learning activities relating to daily living skills, lists of materials needed, information on what the teacher needs to know about the metric system, and additional comments corresponding to learning activities and to pages in the student workbook (where applicable). The remaining sections include review material. Appended are sources of material (complete addresses and ERIC document numbers, where possible) on adult education and/or the metric system; script for the level I student posttest booklet; the level I student posttest booklet; and answers to the student posttest. (SH)

ED 142 694 CE 011 185

Cooper, Gloria S. And Others
Metrics for Good Measure. Level I. Audio Tape Script.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—OEC-0-74-9335
Note—55p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package)
Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($10.00, includes three audio tapes; Level I Classroom Set, $65.00, includes instructor's guide, 15 student workbooks, audio tapes with script; Further information on other complete sets is available on request
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, Audiovisual Aids, Daily Living Skills, Instructional Materials, *Learning Activities, *Measurement, *Metric System, Skill Development
The six sections of this audio tape script and accompanying audio tapes correspond to a student workbook, all of which comprise, along with an instructor's guide, the Adult Basic Education (ABE) Level I (grade 1.5) package on the metric system, designed to provide the ABE student with skill in using the metric system, particularly in relation to daily living skills (i.e., preparing foods and reading temperatures). The six sections are titled Linear Measurement, Measurement of Weight, Review of Linear and Weight Measurement, Measurement of Capacity, Measurement of Temperature, and Final Review. (SH)

ED 142 695 CE 011 186

Cooper, Gloria S. And Others
Metrics for Good Measure. Level II. Student Workbook.
Journal Cit—BBB09463
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—OEC-0-74-9335
Note—66p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package) ; Best copy available
Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50; Level II Classroom Set, $50.00, includes instructor's guide and 15 student workbooks; Further information on other complete sets is available on request
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adult Basic Education, Instructional Materials, Job Skills, *Learning Activities, *Measurement, *Metric System, Occupations, Workbooks
Designed for adult basic education students at the grade 4, 5, or 6 level, this student workbook and accompanying instructor's guide (separate document) comprise the Adult Basic Education Level III

package on the metric system. The content of this workbook is occupationally oriented. (There are references to measurement tasks used within 31 different occupations.) Each of the five activity sections (linear, area, mass, volume and capacity, and temperature) uses a problem solving approach to the metric system and presents hands-on activities which introduce appropriate concepts, measurement words, and measurement devices. Supplementary diagrams and charts are included. (SH)

ED 142 696 CE 011 187

Cooper, Gloria S. And Others

Metrics for Good Measure. Level II. Instructor's Guide.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9335

Note—41p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package)

Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.25; Level II Classroom Set, $50.00, includes instructor's guide and 15 student workbooks; Further information on other complete sets is available on request

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Basic Education, Behavioral Objectives, Curriculum, Curriculum Guides, Daily Living Skills, Instructional Materials, *Learning Activities, *Measurement, *Metric System, Resource Materials, *Skill Development, Student Evaluation, Teaching Guides

This guide and the accompanying student workbook (separate document) comprise the Adult Basic Education Level II (grades 4, 5, and 6) package on the metric system. An introductory section provides background information on adult basic daily living skills, a discussion of the design and use of the student workbook, and information on what the teacher needs to know about the metric system (six pages). Five instructional sections are included: Linear, area, mass, capacity, and temperature. Each section includes learning activities and additional comments (both of which relate to specified pages in the student workbook) and lists of materials needed. Appended are sources of material (complete addresses and ERIC document numbers, where possible) on adult education and/or the metric system, instructions for using the student test booklets, two student test booklets (forms 1 and 2), and answers to student tests (forms 1 and 2). (SH)

ED 142 697 CE 011 188

Cooper, Gloria S. And Others

Metrics for Good Measure. Level III. Student Workbook.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9335

Note—66p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package)

Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50; Level III Classroom Set, $50.00, includes instructor's guide and 15 student workbooks; Further information on other complete sets is available on request

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Basic Education, Instructional Materials, Job Skills, *Learning Activities, *Measurement, *Metric System, Occupations, Workbooks

Designed for adult basic education students at the grade 7, 8, or 9 level, this student workbook and accompanying instructor's guide (separate document) comprise the Adult Basic Education Level III package on the metric system. The content of this workbook is occupationally oriented. (There are references to measurement tasks used within 50 different occupations.) Each of the five activity sections (linear, area, volume and capacity, and temperature) uses a problem solving approach to the metric system and presents hands-on activities which introduce appropriate concepts, measurement words, and measurement devices. Supplementary diagrams and charts are included. (SH)

ED 142 698 CE 011 189

Cooper, Gloria S. And Others

Metrics for Good Measure. Level III. Instructor's Guide.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9335

Note—49p.; For related documents see CE 011 183-185 (level I package), CE 011 186-187 (level II package), and CE 011 188-189 (level III package)

Available from—Center for Vocational Education Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.25; Level III Classroom Set, $50.00, includes instructor's guide and 15 student workbooks; Further information on other complete sets is available on request

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Basic Education, Behavioral Objectives, Curriculum, Curriculum Guides, Daily Living Skills, Instructional Materials, *Learning Activities, *Measurement, *Metric System, Resource Materials, *Skill Development, Student Evaluation, Teaching Guides

This guide and the accompanying student workbook (separate document) comprise the Adult Basic Education Level III (grades 7, 8, and 9) package on the metric system. An introductory section provides background information on adult basic daily living skills, a discussion of the design and use of the student workbook, and information on what the teacher needs to know about the metric system (seven pages). Five instructional sections are included: Linear, area, mass, volume and capacity, and temperature. Each section includes learning activities and additional comments (both of which relate to specified pages in the student workbook) and lists of materials needed. Appended are sources of material (complete addresses and ERIC document numbers, where possible) on adult education and/or the metric system, instructions for using the student test booklets, two student test booklets (forms 1 and 2), and answers to the student tests (forms 1 and 2). (SH)

ED 142 699 CE 011 244

Griliches, Zvi Freeman, Richard

Econometric Investigations of Determinants and Returns to Schooling, Training, and Experience. Final Report.

Journal Cit—BBB06621

Harvard Univ., Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—31 Mar 77

Contract—NE-G-00-3-0202

Note—140p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Blacks, Caucasians, College Graduates, Cross Sectional Studies, Educational Alternatives, *Educational Background, Educational Trends, Employment Trends, Enrollment Trends, *Family Background, Family Influence, Females, Higher Education, *Human Capital, Income, Job Training, Labor Market, Longitudinal Studies, Males, *Manpower Needs, Post Secondary Education, Racial Differences, *Socioeconomic Status, Student Employment, Vocational Education, *Work Experience

Identifiers—National Longitudinal Surveys

A set of three studies focused primarily on an indepth analysis of the National Longitudinal Survey ("Parnes") data tapes, concentrating particularly on the experience of young men and young women, but collating them also with data on experience and background of other family members available in the parallel surveys. Research was conducted in three major areas (presented in the three separate papers included): (1) The effects of schooling interruption and work while in school on subsequent educational and economic success of individuals (The ability-schooling-income relations were analyzed using data on families); (2) re-examination of estimates of returns to schooling and the effect of controlling for ability on them; and (3) the changing economic market for college graduates and its impact on the individual returns to education and the educational system as a whole, and its effect on traditional black/white differences in socioeconomic attainment. Some major implications of the research follow: (1) College training may no longer be as valuable an investment in human capital as in years past, suggesting more emphasis on other forms of vocational training, (2) the role of learning by experience or on-the-job training suggests the need for substantial work on the "actual" way in which human capital accumulation occurs and the possible tools for influencing it, and (3) given the current state of knowledge and data on the economic success of individuals, neither family background nor measured ability account for a major portion of the observed variance in the economic success of individuals. (TA)

ED 142 700 CE 011 268

Owens, Thomas And Others

NWREL Experience-Based Career Education Program. FY 75 Final Evaluation Report.

Journal Cit—BBB06621

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Contract—NE-C-00-4-0010

Note—166p.; For a related document see CE 011 269

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Basic Skills, *Career Education, Case Studies, Daily Living Skills, Educational Objectives, Employer Attitudes, Evaluation Methods, Individualized Programs, Participant Satisfaction, Program Attitudes, *Program Effectiveness, Program Evaluation, *Regional Programs, *School Community Cooperation, School Community Programs, Secondary Education, *Skill Development, Student Development, Student Evaluation, *Work Experience Programs

Identifiers—Community Experiences for Career Education, *Experience Based Career Education, Oregon, Oregon (Tigard)

Evaluation conducted during the 1974-75 school year of the Experience-Based Career Education (EBCE) program at Northwest Regional Educational Laboratory (NWREL) is reported, focusing on the evaluation findings of the EBCE demonstration project in Tigard, Oregon called Community Experiences for Career Education (CE)2, and various EBCE implementation activities in other districts. (EBCE is a comprehensive, individualized

career education program that integrates basic skills, life skills, and career development through work and learning experiences in the community.) This report contains results derived from a comparison of (CE)2 experimental group students with control group students, results pertaining to all (CE)2 students, findings from seven student case studies, and program evaluation findings. Summary of evaluation data collected on the implementation activities at NWREL includes an external evaluation of Project TOTAL (Total Opportunities Through Action Learning), an EBCE program based on (CE)2, reactions and perceptions of sites which used selected EBCE materials, an evaluation of implementation training workshops, and evaluation data on the overall implementation strategies and planning. Additional descriptive and technical data are contained in a separate volume of appendixes. (TA)

ED 142 701 CE 011 269

NWREL Experience-Based Career Education Program. FY 75 Final Evaluation Report. Appendices.

Journal Cit—BBB06621

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Sep 75

Contract—NE-C-00-4-0010

Note—187p.; For a related document see CE 011 268

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Behavioral Objectives, *Case Studies, *Measurement Instruments, *Program Descriptions, Program Evaluation, Questionnaires, Statistical Data, Student Evaluation, Surveys, *Tables (Data)

Identifiers—*Community Experiences for Career Education, *Experience Based Career Education, Oregon, Oregon (Tigard)

Fourteen appendixes to the fiscal year 1975 final evaluation report of the Northwest Regional Educational Laboratory (NWREL) Experience-Based Career Education (EBCE) program are contained in this volume to provide supportive descriptive and technical information. Appendixes A to J relate to the Community Experiences for Career Education–(CE)2–program in Tigard, Oregon, one of four EBCE programs. These appendixes are titled as follows: Summary of Student Descriptive Data, MANOVA and MANCOVA Summaries, Description of Instruments, Tabulated Responses to the (CE)2 Student End of Year Questionnaire, (CE)2 Student Midyear Interview Summary, Tabulated Responses to the (CE)2 Staff Questionnaire, Additional (CE)2 Case Study Student Profiles, Evaluation of (CE)2 Case Study Student Projects and Products, Explorations and Learning Levels of (CE)2 Students, and Behavioral Objectives of the (CE)2 Competencies. The remaining appendixes provide information regarding the EBCE implementation process and include the following: Tabulated Responses to the EBCE Implementation Training Workshop Questionnaire, Tabulated Responses to the Nonapplicant Student Questionnaire, Characteristics of Five EBCE Pilot Sites for FY '76, and Tabulated Responses to the EBCE Materials Usage Questionnaire. (TA)

ED 142 702 CE 011 279

Jolly, Ann, Ed. Montgomery, Ruth, Ed.

Timed Writings.

Journal Cit—BBB06627

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—76

Note—81p.

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Skills, Instructional Materials, Post Secondary Education, Secondary Education, *Skill Development, *Timed Tests, *Typewriting

Timed writing material contained in this document are intended to provide high school, technical, and junior college students with typewriting practice for speed and accuracy on straight copy. The writings are divided into three sections: Section 1 contains 2-, 3-, and 5-minute timed writings; section 2 contains progressive sentences for building to stated goals; and section 3 contains 5-minute timed writings for speeds of 24 to 40 words per minute. (TA)

ED 142 703 CE 011 324

Evaluation of Personalized, Individualized, Vocational Occupations Training. Final Report.

Journal Cit—BBB02778

Philadelphia School District, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date—Mar 77

Contract—G007500452

Note—85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Academic Achievement, Area Vocational Schools, *Audiovisual Instruction, Bilingual Students, Comparative Analysis, Comprehensive High Schools, *Conventional Instruction, Criterion Referenced Tests, *Curriculum Evaluation, Curriculum Research, Educable Mentally Handicapped, Experimental Groups, *Individualized Curriculum, *Job Skills, *School Environment, Secondary Education, Spanish Speaking, *Vocational Education, Vocational Training Centers

Identifiers—Pennsylvania (Philadelphia)

A study was conducted to determine whether or not the Personalized, Individualized, Vocational Occupations Training (PIVOT) materials developed by the School District of Philadelphia were capable of developing entry-level competency in secondary school students in a variety of educational settings (comprehensive high schools, an occupational school for educable mentally retarded, a skills center, and an area vocational-technical school) and subject areas (nurse's aide, industrial electricity, automotive mechanics, and machine tool trades). Experimental classes, using the PIVOT materials, were taught by means of individual sound-on-slide projectors, while control classes were taught the same material by conventional methods. Comparison of rates of success on a criterion task in each subject area proved the PIVOT method capable of developing entry-level competency in each setting. No significant differences were detected however between effects of the PIVOT materials and conventional methods except for educable mentally retarded students, who learned significantly better with the PIVOT materials. Repetition of the experiment with larger groups of students is recommended. Appendixes, which comprise three-fourths of the document, include lists of PIVOT units, the criterion tasks and checklists for units used in the research, the rating form for individual slides and definitions of possible defects, samples of printed materials used with the PIVOT units, and the research questionnaires. (Author/BM)

ED 142 704 CE 011 417

Barnard, William W.

The Development of a Vocational Diagnostic Program. Interim Report.

Journal Cit—BBB09463JQB36450

Indiana Vocational Technical Coll., South Bend.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Mar 77

Note—148p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Admission Criteria, Diagnostic Tests, *Educational Diagnosis, Interest Tests, *Occupational Choice, *Occupational Guidance, Post Secondary Education, *Pretesting, Program Descriptions, Program Development, Program Evaluation, *Student Placement, Vocational Education, *Vocational Interests, Work Experience

Identifiers—Indiana

A five-phased project is described which was designed to develop more specific diagnostic procedures and instrumentation that would allow both the vocational counselor and the prospective student to determine more effectively specific occupational programs and occupational objectives for education at the postsecondary level. Phases of the project related to the specific project objectives, which are outlined: (1) To develop a methodology for the student to experience the nature of instruction and the environment in a selected occupational area prior to enrollment in a specific occupational training program; (2) to apply the methodology to six occupational areas (drafting, welding, automotive service, secretarial, machine shop, and practical nursing) by development of specific tasks and environmental conditions inherent in the occupation selected by the student; (3) to research and select instruments adequate to discover prospective student interest for an occupation; and (4) to apply the methodology developed under test or experimental conditions to a sample of prospective students applying for admission. Conclusions note the advantages of allowing students the opportunity to sample specific experiences and job related instruction and the advantages of using a variety of methods in student selection of an occupation and in an institution's admission process. Information on project evaluation, findings, and recommendations is included. (SH)

ED 142 707 CE 011 430

Ehresman, Norman D. And Others

An Inservice Program for Vocational Teachers of the Disadvantaged. Handbook.

Journal Cit—RMQ66000

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G00-750-0437

Note—323p.; For a related document see CE 011 472; Parts may not reproduce clearly due to print quality of the original document

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Behavior Problems, Behavior Standards, Classroom Communication, Curriculum Guides, *Disadvantaged Youth, *Effective Teaching, Group Dynamics, *Inservice Teacher Education, Post Secondary Education, Role Playing, Secondary Education, Student Teacher Relationship, Teacher Behavior, Teaching Techniques, Vocational Education, *Vocational Education Teachers

Identifiers—Kentucky

A product of a research project designed to improve the teaching effectiveness of vocational teachers of disadvantaged students, this handbook includes the specific procedures and materials that can be utilized in an inservice program for vocational teachers of disadvantaged youth. (The final report of this project is contained in a separate document.) The program is divided into six instructional sessions with each session encompassing two areas of study: Aggressive behavior, classroom interaction, withdrawal behavior, classroom management, supporting behavior, teacher language, reciprocating behavior, instructional concepts, closing behavior, group processes, theory, and role playing. The handbook contains all the informational notes, di-

rections, and practice exercises necessary for each session. The facilitator's guide is also included in the handbook and contains directions, teaching aids, worksheet and transcript answers, and source of materials information for each of the six sessions. The units are designed so that, with minor procedural modifications, they can be studied and completed either during a scheduled inservice meeting or by an individual at home. (BM)

ED 142 708 CE 011 449

Wahl, Ray

A Safety and Health Guide for Vocational Educators. Incorporating Requirements of the Occupational Safety and Health Act of 1970, Relevant Pennsylvania Requirements with Particualr Emphasis for Those Concerned with Cooperative Education and Work Study Programs. Volume 15. Number 1.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Feb 77

Note—165p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Child Labor Legislation, *Cooperative Education, Curriculum Development, Federal Legislation, Guides, Health Education, *Labor Standards, *Legal Responsibility, Program Coordination, Safety, *Safety Education, Secondary Education, Standards, State Legislation, *Vocational Education

Identifiers—Occupational Safety and Health Act 1970, Pennsylvania

Intended as a guide for vocational educators to incorporate the requirements of the Occupational Safety and Health Act (1970) and the requirements of various Pennsylvania safety and health regulations with their cooperative vocational programs, the first chapter of this document presents the legal implications of these safety and health regulations and focuses on their applicability to the school and the school's personnel. Chapter 2 details the provisions and standards of these regulations and clarifies the human factors involved. Included in the third chapter are all the definitions, the format, guidelines, procedures, and related information needed by the educator for incorporating safety and health into the educational program. The fourth chapter presents a self-inspection checklist, and the fifth chapter provides a list of hazards and standards along with the source of each. The final chapter provides a list of resource materials and identifies several agencies and organizations who provide assistance and additional information. Included in the appendix are a suggested statement of safety and health policy and excerpts from Federal regulations related to child labor practices, orders, and statements of interpretation. (BM)

ED 142 709 CE 011 472

Ehresman, Norman D. And Others

The Development and Validation of an Inservice Program for Vocational Teachers of the Disadvantaged. Final Report.

Journal Cit—RMQ66000

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—G00-750-0437

Note—164p.; For a related document see CE 011 430 ; Some parts of appendix may not reproduce clearly due to print quality of the original document

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Business Education Teachers, Curriculum Research, *Disadvantaged Youth, Distributive Education Teachers, *Effective Teaching, *Inservice Teacher Education, Occupational Home Economics, *Program Development, Program Evaluation, Secondary Education, Teacher Education Curriculum, Vocational Education, *Vocational Education Teachers

Identifiers—Kentucky

The major objective of the research project was to develop and implement an inservice education program designed to improve teaching effectiveness of vocational teachers of disadvantaged students in vocational programs. In addition, the authors sought to determine the effects of the inservice program on teachers and their students and to develop a handbook (available as a separate document) that would include the specific procedures and materials utilized in the inservice programs. Drawn from vocational secondary school programs of Kentucky's region 4, 32 teachers from the areas of business and office, distributive education, and home economics were randomly selected and assigned to experimental and control groups. The inservice program was developed, which consisted of a series of individualized modules utilizing written materials, worksheets, and films to be used individually or in six evening group sessions. Only the experimental group participated in the inservice program, but both groups received the posttest, which included seven major instruments (examples included in the appendix). Inservice and comprehensive evaluations and collected data from the posttest did reveal significant differences between the experimental and control groups. In all the areas measured, the inservice program appeared to have a definite positive effect upon the participants. (BM)

ED 142 710 CE 011 477

Roark, Mary L.

Vacation Guide for Vocational Decisions.

Pub Date—77

Note—25p.

Available from—Professional Printing Service, Inc., First and Berkley Streets, Radford, Virginia 24141 ($1.25)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Choice, *Career Planning, *Decision Making, *Guidelines, Post Secondary Education, Secondary Education, Self Evaluation, Vocational Development, Vocational Interests

Intended to help college and high school students use vacation breaks for taking action on vocational decisions, this activity guide describes the process of career decisionmaking and presents an outline to be followed when actually engaging in the process. The outline includes five segments, each made up of a checklist of suggested activities oriented toward facilitating a career choice: (1) Self-Exploration, (2) Occupational Exploration, (3) Tentative Occupational Choice, (4) Reality Testing, and (5) Next Steps. (BL)

ED 142 711 CE 011 521

Industrial Work Experiance II. Curriculum Guide. General Related Study Units.

Journal Cit—BBB06496RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—CG-6

Pub Date—Apr 77

Contract—G12-75-4007

Note—235p.; For a related document see CE 011 522 and ED 134 722

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, Communication Skills, Cooperative Education, Curriculum Guides, Daily Living Skills, High School Curriculum, Instructional Materials, Job Skills, *Learning Activities, *Lesson Plans, Senior High Schools, *Skill Development, *Trade and Industrial Education, Transparencies, Vocational Education, Work Experience Programs

Developed for use with second year industrial work experiance (IWE) students, this guide presents basic sample instructional materials for the IWE program. Each of the 10 units contains at least two lesson plans. The Lesson plan format includes the subject, objective, teaching aids, materials, references, preparation (of the learner), presentation (of the information, which includes an outline of instructional topics and key points), application, test, and suggested activities. Unit titles are Selecting the Job You Want, More on Communication, Advanced Employer-Employee Relations, Current Problems in Industry, Insurance, More on Income Taxes, Consumer Decision Making, Citizen Responsibilities, Corporations, Partnerships, and You, and Post High School Education and Training. Transparency masters and samples of student handout materials are included. (HD)

ED 142 712 CE 011 522

Creative Approaches to Teaching in Industrial Cooperative Training Programs. A Resource Guide for Industrial Cooperative Training Programs. Curriculum Guide 7.

Journal Cit—RMQ66000

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.-Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Contract—J03-76-00076-504-VA-76-9

Note—113p.; For a related document see CE 011 521 and ED 134 722

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Class Activities, *Cooperative Education, *Educational Games, Grade 11, Grade 12, Instructional Materials, *Role Playing, Senior High Schools, *Simulation, Teaching Guides, Trade and Industrial Education, Vocational Education

This publication was developed as an aid for industrial cooperative training coordinators in the teaching of general related topics for 11th and 12th grade cooperative programs. Major emphasis is on innovative types of materials which can be used to stimulate the type of students who have difficulty in adjusting to traditional teaching materials and methodology. This document is divided into two major sections: (1) Educational Games and Simulations and (2) Role Playing. Each activity in both sections includes a title, name of developer/designer, suggested use, objective, number of participants, time required, directions for activity, evaluation, and variations and limitations (where applicable). Some representative titles are Getting the Right Job, Meet the Budget, Know Your Business Principles, Know Your Insurance, No Work-No Pay, Simulation of Grievance Procedure, The Uncooperative Athlete, Hazardous Occupations of the Child Labor Provisions, A Push for Production, Introduction to Insurance, Buying on Credit, and Absenteeism. (HD)

ED 142 713 CE 011 532

Norton, Robert E. And Others

Performance-Based Teacher Education: The State of the Art. General Education and Vocational Education.

Journal Cit—RMQ66000RUF67055

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Nov 76

Contract—G05-75-00045

Note—103p.; For a related document see CE 011 534

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Definitions, Educational Resources, Fundamental Concepts, *General Education, Higher Education, *Performance Based Teacher Education, *Program Descriptions, *Program Development, Resource Materials, State of the Art Reviews, *Vocational Education

Intended for use by researchers, program developers, teacher educators, and other policymakers concerned with the improvement of teacher education, whether general or vocational, preservice or inservice, this state-of-the-art report on performance-based teacher education (PBTE) is an attempt to analyze and summarize what has happened and what is happening in the PBTE or Competency-Based Teacher Education (CBTE) arena, through what the authors feel is an unbiased review of the important contributions made to the PBTE movement by vocational educators and general educators. The recommendations which the authors feel should happen as soon as possible to further develop and enhance the movement are included. The antecedents of the PBTE movement are reviewed, definitions important to the concept are presented, and the characteristics of PBTE programs are described. There is also a description of some of the most important current efforts, models, and projects. Five appendixes provide additional program descriptions, bibliographic information, and sources of additional information about PBTE. (HD)

ED 142 714 CE 011 533

Norton, Robert E. And Others

National Institute for Performance-Based Teacher Education. Final Report.

Journal Cit—RMQ66000RUF67055

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—May 77

Contract—G05-75-00045

Note—209p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Administrative Personnel, Administrator Education, *Curriculum Development, Higher Education, Inservice Teacher Education, *Institutes (Training Programs), Instructional Materials, Material Development, National Programs, *Performance Based Teacher Education, Post Secondary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Teacher Educators, Teacher Workshops, *Vocational Education, Workshops

The purpose of the Institute was to provide for improving the quality of vocational teacher preparation by developing the skill of selected teacher educators and other decisionmakers to adapt, utilize, and evaluate performance-based vocational teacher education (PBTE) curricula. The Institute consisted of a series of instructional components including a national workshop for leadership personnel, 10 institutional workshops for training resource persons at each of the participating institutions, and followup technical assistance visits at each institution to facilitate the implementation and evaluation of the PBTE concepts and curricular materials. A comprehensive PBTE state-of-the-art report, a guide to the implementation of performance-based teacher education, and two workshop modules were prepared to support the training and implementation efforts. This report is comprised of 11 chapters. Following an introduction outlining the Institute's major objectives and the performance objectives of the Institute participants, chapter 2 describes how each of the Institute's objectives was accomplished. Chapters 3 through 6 discuss major activities and events, problems, and publicity and dissemination activities. Data collection and evaluation findings, summary and conclusions, and participant characteristics are presented in the remaining chapters. Twelve appendixes are also included and comprise the major portion of the document. The two major appendixes cover description of the PBTE curricular materials used in the Institute and final reports of the 10 cooperating institutions of higher education. (SH) Education. (SH)

ED 142 715 CE 011 534

Fardig, Glen E. And Others

Guide to the Implementation of Performance-Based Teacher Education.

Journal Cit—RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Contract—G05-75-00045

Note—120p.; For a related document see CE 011 532 ; Best copy available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Guides, Family Planning, Higher Education, Interagency Coordination, Material Development, *Performance Based Teacher Education, *Program Development, *Program Planning, Student Records, Teacher Centers, Teacher Certification

This guide is designed to present and deal with the major concerns of all those responsible for evaluating, installing, and maintaining a performance-based teacher education (PBTE) program. It is also intended, in a wider sense, for all who are interested in exploring the potential of performance-based education at any level and in any subject matter field. Systematically, the requirements for an optimal program are described and possible solutions to problems are presented. Wherever feasible, alternatives are given that may be adopted or adapted to suit a wide diversity of educational settings. Content is presented under the following headings: An Awareness Program for PBTE; Planning for Change or PBTE; PBTE Program Patterns; Selection of Teacher Competencies for the PBTE Program; Development of Instructional Materials; Instructional Program Management; Learning Facilities for PBTE; School, University, and Education Agency Coordination; Grades, Credits, and Recordkeeping; Certification for PBTE; Financial Support for PBTE; and Personnel Development for PBTE. (HD)

ED 142 716 CE 011 545

Griffin, Larry J.

Social Background, Schooling, and Labor Market Experiences: The Reproduction of Socioeconomic Inequality from Generation to Generation.

Manpower Administration (DOL), Washington, D.C.

Pub Date—76

Contract—DL-91-24-76-10

Note—368p.; Ph.D. Dissertation, Johns Hopkins University

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Academic Achievement, *Educational Experience, *Employment Experience, Employment Qualifications, *Family Influence, Family Status, *Income, *Job Satisfaction, Labor Market, Males, Models, Occupational Mobility, Psychological Characteristics, Psychological Needs, Religious Differences, Social Background, Social Disadvantagement, *Socioeconomic Background, Socioeconomic Status, Success Factors

A study was conducted to identify important background, schooling, and labor force participation determinants of socioeconomic achievement (occupational position, earnings, work satisfaction). Two questions underlaid the analyses: Does social background directly affect material and psychological success in the labor market? And, if so, what are the specific schooling and market mechanisms which are responsible for the intergenerational transmission of inequality? The analyses dealt with these issues as they relate to a series of life-cycle models of the "stratification process" and a specific data set consisting of 947 white men, first surveyed as high school sophomores in 1955 and followed up in 1970. The socioeconomic life-cycle model was used to explain the observed relationship between social background and educational and labor market achievements. It was found that only educational attainment substantially affected occupational achievement, but social background (parental income and religious background), years of schooling completed, and several postschool "human capital investments" positvely affected annual earnings. Among the more important labor market experiences were current job experience, labor supply, and on-the-job training. Work satisfaction, and other indicators of psychological success in the work place, were largely impervious to these antecedent statuses and experiences. Psychological success, however, was modestly affected by material success. (NTIS/TA)

ED 142 717 CE 011 546

Karasek, Robert Allen, Jr.

The Impact of the Work Environment on Life Outside the Job.

Manpower Administration (DOL), Washington, D.C.

Pub Date—Jun 76

Contract—DL-91-25-75-17

Note—349p.; Ph.D. Dissertation, Massachusetts Institute of Technology ; Best copy available

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Affective Behavior, Behavior, *Behavior Patterns, Family Background, Income, *Leisure Time, Mental Health, Models, Participation, Politics, Psychological Characteristics, *Social Behavior, Social Status, *Socioeconomic Status, *Work Attitudes, *Work Environment

Identifiers—Sweden

A study was conducted to explore the relationship between the working individual's daily experience on the job (job content) and his leisure activity, political participation, and mental strain after the workday is done. Based on individual level data from a representative national survey (1:1000 random sample) in Sweden in 1968, the study developed a model of social-psychological functioning which was used to test the hypothesis that the noneconomic qualities of work experience affect behavior during leisure. The first hypothesis of the model predicts how "active" and "passive" patterns of behavior might be socialized on the job. The second hypothesis predicts what combination of job characteristics should lead to mental strain. The model is measured by three broad types of work environment dimensions: Job demands, job discretion, and job social relationships. Findings indicated that the worker who lacks discretion over the content of his daily work experience is likely to be "passive" in leisure and political participation on the one hand, or to experience mental strain on the other. Findings do not suggest that psychologically demanding work is always accompanied by deleterious effects, although strain does occur when job discretion is simultaneously low. However, psychologically demanding work is associated with more socially active leisure and political participation when job discretion is also high. (Author/TA)

ED 142 718 CE 011 548

Lesh, Seymour And Others

Developing New Models for Paraprofessionals in Human Service Occupations. Final Report.

Journal Cit—BBB13219

National Child Labor Committee, New York, N.Y.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Dec 76

Contract—DL-82-34-70-29

Note—96p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Credentials, Demonstration Projects, Disadvantaged Groups, *Educational Programs, Employment Qualifications, Higher Education,

•Human Services, Interagency Cooperation, Job Training, •Models, Occupational Mobility, Occupations, •Paraprofessional Personnel, Post Secondary Education, •Program Development, •Promotion (Occupational), Vocational Development

The project's purpose of eliminating major obstacles blocking career advancement of human service paraprofessionals was achieved through a developed model allowing new options for upgrading workers in three occupations: Addiction services, child development, and occupational therapy. The policies and practices of educational institutions, employers, unions, professional associations, credentialling bodies, and others hindering the upgrading of low-level employees were investigated and, where possible, altered. The major thrusts were to make credentials more relevant to job duties, give greater credit for work and life experience, foster mobility among human service occupations, and make it possible for paraprofessionals to obtain education and training while fully employed. In this report, chapter 1 covers the activities involved in the project's development of a model for paraprofessional career advancement, along with methods and processes used in implementing the model. Chapter 2 discusses the following generic items for consideration when implementing an upgrading program: Consortium approach, task analysis for job structuring and curriculum development, preceptors, credentials and career development, program costs, and evaluation. The appendix, covering the major portion of the document, contains detailed descriptions of the project's attempts to implement the model in five occupations–addiction worker, child development worker, occupational therapist, public health nurse, and teacher–two of which were not successful. The description of each model's process is intended to assist those interested in replicating the model. (SH)

ED 142 719 CE 011 549

Prophet, Wallace W.

The U.S. Army in the 1970's: Developments in Training and Manpower Technologies. Professional Paper 77-01.

Pub Date—Feb 77

Note—17p.; Paper presented at the Gulf Coast History and Humanities Conference (7th, Pensacola, Florida, February 17-19, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—•Academically Handicapped, Armed Forces, Individualized Instruction, •Instructional Technology, •Job Training, Literacy Education, •Military Training, On the Job Training, •Performance Based Education, Simulation

Identifiers—•Army, United States

An examination of Army instructional research and training programs in three specific areas may suggest implications for civilian instruction: (1) Performance-based instructional systems, (2) education and training for lower aptitude personnel, and (3) uses of instructional technology. The performance-based instructional system is based on recognizing differing capabilities of individuals and fitting this instructional system to the individual. Techniques and procedures used to accomplish this goal are job analysis, development of training objectives, emphasis on learning by doing, minimizing abstract or irrelevant subject matter, criterion-referenced measurement, and absolute mastery (versus a fixed-length course). Results of research show that lower aptitude personnel can master technical job skills quite satisfactorily, given proper instruction. Their Army training focuses on performance and mastery and on literacy improvement based on job-relevant reading materials meaningful to the trainee. Instructional technology in Army training centers is moving heavily in the direction of simulation. Successful development and effective use of flight simulators, for example, are pointing toward further development of other simulation systems. (BL)

ED 142 721 CE 011 556

The Full Employment and Balanced Growth Act of 1977; Authorization of Appropriations for CETA, and the President's Economic Stimulus Proposals; Hearings before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 50 and H.R. 2992, Volume 1.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—Feb 77

Note—263p.; For a related document see CE 011 722; Not available in hard copy due to print quality of original.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Change, •Employment Opportunities, •Employment Programs, •Federal Aid, •Federal Legislation, Job Training, •Labor Economics, Manpower Development

Identifiers—Comprehensive Employment and Training Act, Full Employment and Balanced Growth Act 1977

The proceedings from the 2 days of hearings before the Subcommittee on Employment Opportunities on the Full Employment and Balanced Growth Act of 1977, the authorizations and appropriations for the Comprehensive Employment and Training Act (CETA), and the President's economic stimulus proposals are presented in this report. All prepared testimonies and supporting documents are recorded along with the texts of the actual presentations and pursuant discussions. Testimonies from the following witnesses are included: Dr. Gar Alperovitz, codirector of Exploratory Project for Economic Alternatives; Gene Binion, superintendent of Elliott County schools (Kentucky); Richard Brown, staff consultant of Full Employment Action Council; Robert Eisner, professor of economics at Northwestern University; Hon. Kenneth Gibson, president of the U.S. Conference of Mayors; Rev. Arthur Keys, chairman of Committee on Full Employment, National Council of Churches; Malcolm Lovell, president of Rubber Manufacturers; Richard Schubert, vice president of public affairs, Bethlehem Steel Corporation; Billy Joe Martin, Powell County judge (Kentucky); Virgil Osborne, director of Eastern Kentucky Concentrated Employment Program; Leon Shull, national director of Americans for Democratic Action; Jon Weintraub, legislative representative of National Association of Counties; and Kenneth Young, assistant director of department of legislation, AFL-CIO. (BM)

ED 142 722 CE 011 562

Hannan, Joan, Ed.

Employment Profiles of Women and Minorities in 23 Metropolitan Areas, 1974. Research Report No. 49.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—76

Note—351p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—•Blacks, Business, Employment Opportunities, •Employment Patterns, Employment Statistics, •Females, Industry, Labor Force, Local Government, •Metropolitan Areas, •Minority Groups, Racial Differences, Racial Discrimination, Research, Sex Differences, Sex Discrimination, State Government, •Working Women

This study, which analyzes employment patterns of women and minorities in 23 Standard Metropolitan Statistical Areas (SMSAs), is based on reports (required by the EEOC–Equal Employment Opportunity Commission) from private employers (EEO-1 Reports) and State and local governments (EEO-4 Reports). For each SMSA, EEO-1 data are presented for 1970 and 1974 and EEO-4 data for 1974. All profiles analyze the employment status of women, 19 the status of blacks, 11 the status of Hispanics, and 1 the employment status of Asian Americans. (Criteria for selecting the 23 areas included large populations–at least 340,000 persons, significant incidence of one or more minorities, and geographic dispersion.) The 23 SMSA profiles included are for the following cities: Atlanta, Georgia; Baltimore, Maryland; Birmingham, Alabama; Chicago, Illinois; Cincinnati, Ohio-Kentucky-Indiana; Cleveland, Ohio; Detroit, Michigan; El Paso, Texas; Fresno, California; Houston, Texas; Los Angeles-Long Beach, California; Memphis, Tennessee-Arkansas-Mississippi; Miami, Florida; Mobile, Alabama; New Orleans, Louisiana; New York, New York-New Jersey; Newark, New Jersey; Norfolk-Virginia Beach-Portsmouth, Virginia-North Carolina; Philadelphia, Pennsylvania-New Jersey; St. Louis, Missouri-Illinois; San Antonio, Texas; San Jose, California; and Tucson, Arizona. The appendix contains a definition of terms and description of the EEO-1 and EEO-4 surveys. (HD)

ED 142 723 CE 011 569

Bednarzik, Robert W. St. Marie, Stephen M.

Employment and Unemployment in 1976. Special Labor Force Report 199.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Feb 77

Note—54p.; Reprint from Monthly Labor Review (February 1977); Not available in hard copy due to type size of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—•Age Differences, Blacks, Caucasians, •Employment Patterns, Employment Trends, Industry, Labor Force, •Occupations, •Racial Differences, •Sex Differences, Spanish Americans, Statistical Data, Tables (Data), •Unemployed, Unemployment, Veterans

Changes in employment and unemployment in 1976, presented through the use of statistical data in tabular and chart forms, is the focus of this report. Protection for the unemployed, labor force trends, and persons of Spanish origin are also discussed under separate minor headings. Under the section on employment, the following subsections are covered: Occupation, industry, turnover, and hours of work. Areas covered under the unemployment section are black-white differences, sex and age, reason for unemployment, and duration of unemployment. The major portion of this document is composed of 47 tables presenting household data (44 tables) and establishment data (3 tables) on employment-/unemployment (listed by race, sex, and age) for the 1976 and 1975-76 periods. (SH)

ED 142 724 CE 011 573

Dialogue. Career Education Mini-Conferences for Postsecondary Practitioners. Final Report.

Journal Cit—BBB10300

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Apr 77

Contract—300-76-0391

Note—279p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.25)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Adult Education, Armed Forces, •Career Education, •Change Strategies, Colleges, Community Education, •Conference Reports, Conferences, Definitions, Educational Policy, Educational Practice, •Educational Problems, Participant Characteristics, Participant Involvement, Post Secondary Education, Private Colleges, •Program Descriptions, •Program Development, Program Improvement, Symposia, Teacher Attitudes, Teacher Education, Teacher Role, Universities, Vocational Education, Workshops

Reports of 10 career education miniconferences for postsecondary practitioners are contained in this document. (Conference objectives included bringing together individuals active in implementing career education at the postsecondary level, collecting examples of successful practice, identifying practical problems in implementing career education, and transmitting applicable knowledge to others in the field.) The miniconferences described involved practitioners from community and junior colleges, nonpublic colleges and universities, teacher education institutions (two conferences), armed forces, adult/recurrent/continuing education, postsecondary vocational-technical institutions, State colleges and State universities (two conferences), and community education. Each miniconference is described in terms of postsecondary area, participants, issues raised by participants, and discussion of issues in dialogue form. Conclusions reached concerning the following overall major issues are also discussed: Defining career education for the postsecondary institution, implementing career education–approaches and/or the faculty role, faculty resistance to career education–incentives and training needed, and community resources–implications for career education. A roster of conference participants is included, along with profiles of their respective projects/programs. The profiles comprise a major portion of this document (100 pages). Each profile includes the address and contact person, purpose, description of the program, unique features, and background information. (TA)

ED 142 726 CE 011 636

Barton, Paul E.

Community Councils and the Transitions Between Education and Work.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Oct 76

Note—49p.; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Adult Education, Adults, Business, Career Change, Career Education, *Community Cooperation, *Community Organizations, Community Role, Employers, Federal Aid, Government Role, Industry, *Interinstitutional Cooperation, Job Placement, Labor Unions, Organization, Pilot Projects, Research Needs, State of the Art Reviews, *Vocational Development, Youth, *Youth Employment

Identifiers—*Community Education Councils, National Manpower Institute, United States

A change is needed in the present arrangements for the transition of youth (ages 14 to 20) from education to work to improve their access to roles which aid in occupational maturity. There are a number of components to an improvement effort and, within the components, there are alternative approaches such as starting with a process rather than a program. A community collaborative process (community education-work councils) among the institutions and individuals that have the responsibility, resources, and influence to deal effectively with the school to work transition process should be established. There needs to be some systematic research of the council concept as a broad collaborative process at the community level and its effect on the school to work transition of youths. A project hypothesizing that collaboration among specified institutions will lead to a set of actions that will provide enlarged opportunities for the occupational maturity of youth can be designed by using the National Manpower Institute's (NMI) pilot effort to increase collaboration at the community level as an illustration. This research project will involve the testing of five subhypotheses evolving from NMI's effort that represent the expected outcomes of the collaborative process. (In addition to discussing the state of the art of community education-work councils in dealing with the youth transition from education to work, this paper also addresses briefly the use of such councils in the transition of adults from work to education.) (EM)

ED 142 728 CE 011 670

Chef. Occupational Simulation Kit.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—36p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Exploration, *Cooks, Food Service Occupations, Junior High Schools, Programed Materials, Simulation

Identifiers—Colorado

This career exploration instructional booklet on the chef's occupation is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of a chef's job responsibilities; 10 questions regarding real situations that a chef may experience while working; and answers to the questions so students can check their understanding of each job situation. The names and addresses of resources that can be consulted for additional information are included. (EM)

ED 142 729 CE 011 671

Parsley, Nancy

Pharmacist. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—24p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 682-688

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Exploration, Elementary Education, Junior High Schools, Occupations, *Pharmacists, Programed Materials, Simulation

Identifiers—Colorado

This career exploration instructional booklet on the pharmacist's occupation is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of two real situations a pharmacist may encounter; information on varied aspects of a pharmacist's job such as responsibilities and types of employment; 10 questions regarding either the two simulated job situations or the job-related content; and answers to the questions. There are suggestions as to additional questions for students to explore and people to contact in this exploration process. The names and addresses of resources that can be consulted for additional information are included. (EM)

ED 142 730 CE 011 672

Postal Employee. Occupational Simulation Kit.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—17p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Exploration, *Government Employees, Instructional Materials, Occupations, Secondary Education, Simulation

Identifiers—Colorado, *Postal Workers, *Post Office Department, United States

This career exploration instructional booklet on the occupation of a postal employee is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). The content includes: (1) A brief presentation of the job functions of five types of postal employees, the traits and qualifications needed by postal employees, and information about the United States Post Office Department, such as historical facts; (2) nine questions regarding the above content; and (3) 10 questions asking for the appropriate course of action in 10 different situations that a postal employee may encounter while working. Diagrams of five types of postal boxes are appended. (EM)

ED 142 731 CE 011 674

Peterson, Wayne

Travel Agent. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—57p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Exploration, Elementary Secondary Education, Occupations, Programed Materials, Simulation, *Tourism

Identifiers—Colorado, *Travel Agents

This career exploration instructional booklet on the travel agent's occupation is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of what a travel agent does; information about the travel business and problems encountered by travelers in foreign countries; 24 questions asking for specific courses of action in planning a trip in a simulated life situation; and answers to the questions so students can check their understanding of the content. The names and addresses of resources that can be consulted for additional information are included. (EM)

ED 142 732 CE 011 675

Robb, Mary Kaye

Nursing. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—46p.; For related documents see CE 011 670-672, CE 011 674-679 and CE 011 682-688

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Exploration, Elementary Secondary Education, *Nursing, Programed Materials, Simulation

Identifiers—Colorado

This career exploration instructional booklet on nursing as an occupation is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of what nursing is; 14

questions regarding job-related content or the proper course of action in real situations that a nurse may encounter; and answers to the questions so students can check their understanding of the material. There are suggestions as to additional questions for students to explore and people to contact in this exploration process. The names and addresses of resources that can be consulted for additional information are included. (EM)

ED 142 733 CE 011 676

Powell, Rod

Physical Therapist. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—39p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Exploration, Health Occupations, *Physical Therapists, Programed Materials, Secondary Education, Simulation

Identifiers—Colorado

This career exploration instructional booklet on the occupation of a physical therapist is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of a physical therapist's job responsibilities; case presentations of six patient situations; job-related information about what a therapist does and treatments used in patient care; 10 questions asking for specific decisions about the simulated patient situations; and answers to the questions. There are suggestions as to additional questions for students to explore and people to contact in this exploration process. The names and addresses of resources that can be consulted for additional information are included. (EM)

ED 142 734 CE 011 677

Brandt, Joy

Social Worker. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—21p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Exploration, Occupations, Programed Materials, Secondary Education, Simulation, *Social Workers

Identifiers—Colorado

This career exploration instructional booklet on the occupation of the social worker is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of what a social worker is; four questions asking for the appropriate courses of action in three simulated client situations encountered by social workers; and comprehensive answers to the questions so students can check their understanding of each job-related situation. The academic preparation needed by social workers and potential places for employment are briefly covered. (EM)

ED 142 735 CE 011 678

McComb, Joanne

Photography. Occupational Simulation Kit.

Journal Cit—DUN16550DUN96150RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.

Pub Date—[76]

Note—31p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Exploration, Junior High Schools, Occupations, *Photography, Programed Materials, Simulation

Identifiers—Colorado

This career exploration instructional booklet on photography is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Based on a job analysis and utilizing a programed instructional format, the following content is included: A brief description of the type of work done by photographers in varied specialty areas; a simulation of a photographer's working day which describes specific job activities performed and discusses related content such as developing film and printing pictures; a discussion of a photographer's education background, desirable physical and personal traits, salary, and employment opportunities; five questions regarding the simulation or the other content; and an answer key. (EM)

ED 142 736 CE 011 679

Frisby, Linda

Newspaper Reporter.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—23p.; For a related document see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Exploration, Instructional Materials, News Reporting, *News Writing, Occupations, Secondary Education, Simulation

Identifiers—Colorado

This occupational simulation booklet on the newspaper reporter is one of several units resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). The purpose of this unit is to help students understand the kinds of writing that are contained in a newspaper while acquainting them with the type of work performed by a general reporter. The major activity in this unit is an 11-page simulation of the work performed by a general reporter for a small daily newspaper. This simulation provides students with experiences in writing a straight news story, a feature story, a sports story, a police news beat story, and interview questions. Preceding the simulation section, this booklet includes a teacher's key providing specific suggestions as to what should be covered during classroom discussions and points to consider in evaluating the written materials done by students. (EM)

ED 142 737 CE 011 682

Booker, Billie

Career Unit. Careers at an Airport.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—32p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Airports, *Career Exploration, *Occupations, Secondary Education, Teacher Developed Materials, Transportation

Identifiers—Colorado

This career exploration instructional unit on airport careers is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). This unit is designed to help students become aware of the different types of jobs connected with running an airport (e.g., ticket agent, pilot, skycap, traffic controller, weather man) and some of the basic characteristics of each type. Included are 11 behavioral objectives; an oral pretest with answers; a vocabulary list; suggested field trips and resource people with contact persons and their telephone numbers included; 12 questions to ask resource people; 17 learning activities; 7 pictures for students to label; answer sheet for these pictures; 3 games to play; 15 occupational riddles; 12 airport career-related mathematics problems with answers; optional learning activities; and five suggestions for evaluating the learning of students. (EM)

ED 142 738 CE 011 683

Career Unit. Careers in the Environment.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—47p.; For related documents, see CE 011 670-672, CE 011 674-679, and CE 011 682-688; Best copy available

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Biological Sciences, *Career Exploration, Conservation (Environment), Ecology, Elementary Secondary Education, Environment, Instructional Materials, Occupations, *Units of Study

Identifiers—Colorado, *Environmental Occupations

This career exploration instructional unit, one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change), introduces the student to jobs in the environment that are related to life science. Content is in five parts: (1) Part I lists the jobs that may be found in environmental careers and gives some information on salaries and job availability (tables and graphs comparing job availability in 1970 and 1975 are included); (2) Part II gives a brief description of 33 environmental jobs related to life science; (3) Part III briefly describes tasks for students to do in a 2-acre field for each of 12 environmental jobs demonstrating to students what these jobs entail; (4) Part IV is one page on which a plan for evaluating learning outcomes is briefly described; and (5) Part V consists of 10 pages identifying sources of information on jobs in the environment. (EM)

ED 142 739 CE 011 684

Robb, Edna And Others

Career Unit. Living in the Local Community.

Journal Cit—DUN16550RMQ66000

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—10p.; For related documents, see CE 011 670-672, CE 011 674-679, and CE 011 682-688

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Exploration, Elementary Education, *Social Studies Units
Identifiers—*Candle Making, Colorado
This career exploration unit on candle making is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). This lesson plan consists of (1) five unit objectives (to understand how candles are made, to create an interest in candle making, to realize man is progressive in understanding of his surroundings, to appreciate that man can produce materials to fit his needs, and to understand that modern living depends upon beauty), (2) suggested procedures and learning activities (e.g. field trip to a candle factory), and (3) a list of workers who took part in building the candle factory. (EM)

ED 142 740 CE 011 685
Haley, Marilyn
Simulation. Consumers Right to Know.
Journal Cit—DUN16550DUN96150RMQ66000
San Juan Basin Area Vocational-Technical School, Cortez, Colo.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.; Western State Coll. of Colorado, Gunnison.
Pub Date—[76]
Note—27p.; For related documents, see CE 011 670-672, CE 011 674-679, and CE 011 682-688
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Exploration, *Consumer Education, Instructional Materials, *Programing (Broadcast), Secondary Education, *Simulation
Identifiers—Colorado
This occupational simulation booklet is one of several career exploration instructional units resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). (This simulation was designed to be used following detailed student exploration and learning in a unit on the consumer in the marketplace which provides background information on agencies and other sources of consumer information.) The major activity for this simulation is the recording of a series of 15-minute radio programs on consumer affairs. The students apply consumer and communication skills as they do the work of an advertising time salesmen, a radio announcer, and a program director in producing these programs. The content includes (1) a short teacher's guide consisting of class discussion questions, instructions for using this unit, and suggested resource materials; and (2) three simulated cases involving the three aforementioned jobs, each including job description, job-related tasks for students to do as if they were the employees responsible for these activities, and some questions and information for students to use in determining whether the job is for them. (EM)

ED 142 741 CE 011 686
Nelson, William J.
CEPAC Project Summary.
Journal Cit—DUN16550RMQ66000
San Juan Basin Area Vocational-Technical School, Cortez, Colo.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—19p.; For related documents see CE 011 670-672, CE 011 674-679, and CE 011 682-688
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Education, *Change Strategies, *Changing Attitudes, Curriculum Development, Elementary Secondary Education, Fused Curriculum, *Inservice Teacher Education, Regional Programs, Simulation, *Teacher Developed Materials, Teacher Workshops
Identifiers—*Career Education a Process of Attitude Change, Colorado
The CEPAC Project (Career Education, a Process of Attitude Change) is a consortium in rural southwestern Colorado having as its purpose to infuse career education concepts into the primary and secondary level curriculum being taught by all teachers and to provide as many career options for students as possible. The project covers an area of approximately 20,000 square miles and includes seven school districts serving over 300 teachers and administrators and approximately 5,500 students. Since implementation of a comprehensive career education program requires that teachers and administrators undergo a change of attitude, an important component of the project is inservice programs. A career education cadre, comprised of four persons who have implemented the career education concept into their classes or administrative areas of responsibility, teach inservice workshops. The CEPAC program has many instructional materials developed by teachers as a result of workshops and classroom actvities. Job experience kits made up of simulation materials based on occupations available in the local area have been developed. Videotape and slide-cassette programs have been locally prepared by teachers, students, and career education staff. All radio programs and public relations efforts are taped for future use. (The titles and grade levels of career education units implemented during the 1974-75 academic year are appended. Many of these are available as separate documents.) (EM)

ED 142 742 CE 011 687
Robb, Edna And Others
Career Unit. The Art of Navajo Rug Weaving.
Journal Cit—DUN16550RMQ66000
San Juan Basin Area Vocational-Technical School, Cortez, Colo.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—10p.; For related documents, see CE 011 670-672, CE 011 674-679, and CE 011 682-688
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*American Indians, *Career Exploration, Elementary Education, Lesson Plans, Social Studies Units
Identifiers—Colorado, Navajos, *Weaving
This career exploration instructional unit on Navajo rug weaving is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). This unit consists of (1) five unit objectives (to recognize the importance of sheep in the Indians' life, to realize the time required to prepare wool for weaving, to learn where and how dyes are found and prepared, to recognize weaving tools and their uses, and to appreciate the artistic designs of Navajo rugs) and (2) a list of suggested teaching procedures and learning activities, e.g., field trip to a sheep ranch, films, visit from a Navajo weaver, etc. (EM)

ED 142 743 CE 011 688
Peterson, Wayne
Career Unit. Math and the Dog House.
Journal Cit—DUN16550RMQ66000
San Juan Basin Area Vocational-Technical School, Cortez, Colo.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.
Pub Date—[76]
Note—11p.; For related documents, see CE 011 670-672, CE 011 674-679, and CE 011 682-688; Best copy available
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Career Exploration, *Construction (Process), Elementary Education, Grade 5, Grade 6, *Mathematics Instruction, Measurement, Teacher Developed Materials, Units of Study
Identifiers—Colorado
This career exploration instructional unit is one of several resulting from the rural southwestern Colorado CEPAC Project (Career Education Process of Attitude Change). Using the construction of a dog house to give meaning to measurement skills and area computation, the unit includes (1) five behavioral objectives, the teaching strategy, the specific basic skills being taught, and the evaluation method and (2) five activities for students to perform in planning the dog house and ordering the necessary materials. Because this unit is part of a career education laboratory program, a two-page overview of the goals, objectives, personnel organization, target group (fifth and sixth graders), materials, budget, timeline, and evaluation relative to the whole program is included. An occupational brief chart for students to use in summarizing the key factors regarding an occupation is appended. (EM)

ED 142 745 CE 011 724
This We Believe. Region V, USOE Conference on Vocational Education. Report.
Journal Cit—RMQ66000
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—G05-75-00045
Note—93p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Concept Formation, Conferences, Educational Policy, *Educational Principles, Educational Responsibility, *Fundamental Concepts, *Policy Formation, Program Administration, Program Improvement, *Regional Cooperation, *Vocational Education
Developed as an EPDA (Educational Professions Development Act) inservice training activity, the conference discussed in this report was designed to primarily determine those basic beliefs, principles, and concepts of vocational education subscribed to by region V conference participants, and secondly to discuss the relationship of policymaking to these beliefs, principles, and concepts. Included are the texts of (1) the three major presentations, covering the primary purpose of the conference, (2) a presentation (summary) on policymaking for vocational education, (3) two panel discussions, (4) reports of 10 work groups, asked to review and expand State lists of basic beliefs, principles, and concepts relevant to each of the following specific work groups: Administration and program supervision; program planning, development, and articulation; curriculum and instruction; informing, assessing, and counseling students; student placement and followup services; teacher preparation and certification; learning environments; evaluation, research, and accountability; communications and relationships, image; business management and financing, and (5) reports of nine program service area groups. The appendixes contain a summary of the conference evaluation, a list of resource persons and participants, and the preconference composite of basic beliefs, principles, and concepts of vocational education (13 pages). (HD)

ED 142 746 CE 011 746
Moore, Allen B.
Manpower Information Systems: A Review and Synthesis of Information of FY 74 Projects Supported under Section 131 (a) of Part C of the Vocational Education Amendments (P.L. 90-576).
Journal Cit—RMQ66000
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Feb 77
Note—68p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Cooperative Planning, Curriculum Development, Federal Aid, Information Needs, *Information Systems, *Information Utilization, Interagency Cooperation, *Manpower Development, *Manpower Needs, *Program Descriptions, *Program Effectiveness, Research Reviews (Publications), State Programs, Vocational Education

This review of 17 projects funded during fiscal year 1974 under part C of the Vocational Education Amendments of 1968 for the priority "Manpower Information and Systems" (MIS) begins with an examination of the priority statement under section 131 (a) of part C and a classification of projects by the five categories in this statement. (The five categories determined by section 131 (a) were improving manpower projections, matching job requirements to skills of workers, improving the accuracy of manpower projections, translating manpower forecasts into programs/curriculum, and interfacing vocational education with economic development.) Following project classification, a framework (developed from the five categories) for examining the MIS projects is discussed. Elements of this framework are listed and explained. The major portion of this report is a brief description of each of the projects' accomplishments, highlighting the purpose, source of data, and findings. Conclusions resulting from the review of the final reports comprise the final section of this report. Two of the conclusions presented follow: (1) The manpower information and system priority was stated so broadly that it excluded little in the way of project focus or methodology, consequently, project reports were extremely diverse. (2) In the process of preparing the review and synthesis report, one question was raised several times "What are the best manpower information and system techniques for the Nation, State, or local level?" The reports did not provide an answer to this question. (SH)

ED 142 747 CE 011 759

Weisgerber, Robert

Mainstreaming the Handicapped in Vocational Education. Developing a Plan for Action.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—23p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Education, Curriculum Planning, *Educational Assessment, Educational Planning, *Handicapped Students, Higher Education, Inservice Education, Inservice Teacher Education, Instructional Materials, *Instructional Programs, Job Placement, Job Training, Learning Modules, Post Secondary Education, Preservice Education, Program Effectiveness, *Program Planning, *Regular Class Placement, Secondary Education, Student Development, Student Evaluation, Student Placement, Teacher Attitudes, *Vocational Education, Work Experience Programs

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.) In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities. Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training. (Author/HD)

ED 142 748 CE 011 760

Weisgerber, Robert

Mainstreaming the Handicapped in Vocational Education. Serving the Orthopedically Handicapped.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—53p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agencies, Educational Resources, Federal Government, Guides, Handicapped Students, Higher Education, *Individual Characteristics, *Individualized Instruction, Inservice Education, Inservice Teacher Education, Instructional Materials, Instructional Programs, Learning Modules, National Organizations, *Orthopedically Handicapped, Post Secondary Education, Private Agencies, *Program Planning, *Regular Class Placement, Secondary Education, State Agencies, Student Placement, Teaching Guides, *Vocational Education, Work Experience Programs

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, concerned with the orthopedically handicapped student and with the health impaired student, is designed to (1) explain what orthopedically handicapped means and to explore the range of vocational capabilities of the orthopedically handicapped student and the ways in which the vocational educator can help these students develop their full vocational potential, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the orthopedically handicapped student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the orthopedically handicapped. Important points in setting up an individualized instructional program for orthopedically handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED 142 749 CE 011 761

Maloney, Patricia Weisgerber, Robert

Mainstreaming the Handicapped in Vocational Education. Serving the Communication Impaired.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—61p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agencies, Communication Skills, Deaf, Educational Resources, Federal Government, Finger Spelling, Guides, Handicapped Students, Hard of Hearing, Higher Education, *Individual Characteristics, *Individualized Instruction, Inservice Education, Inservice Teacher Education, Instructional Materials, Instructional Programs, Learning Modules, National Organizations, Post Secondary Education, Private Agencies, *Program Planning, *Regular Class Placement, Secondary Education, *Speech Handicapped, State Agencies, Student Placement, Teaching Guides, *Vocational Education, Work Experience Programs

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in teaching handicapped students in regular education settings, this module, concerned with communication impaired students (those who are deaf or hard of hearing and those who have speech impairments), is designed to (1) explain the meaning of a communication handicap–what it is, what the range of severity is, and how it affects the student's vocational performance, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the student with a communication handicap. Important points in setting up an individualized instructional program are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED 142 750 CE 011 762

Drier, Harry N. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. State of the Art Review: A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs. Research and Development Series Number 118 A1.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—181p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset $26.00, document A1 $11.00; quantity discounts available)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Attitudes, Career Education, Community Involvement, Community Resources, Educational Development, Educational Research, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, Job Placement, Literature Reviews, Needs Assessment, *Occupational Guidance, Post Secondary

Education, Program Planning, Rural Education, *Rural Environment, *Rural Schools, Rural Urban Differences, Rural Youth, School Community Relationship, State of the Art Reviews, *Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This state of the art review, one of three in the subset of career guidance program support information volumes, summarizes the strengths and limitations of the rural home, school, and community and offers insights into the available and desired career guidance programs for the rural setting. Findings and conclusions are presented in the form of a separate position paper with bibliography on each subtopic: (1) The rural home, (2) the rural school, (3) the rural community, (4) rural attitudes and values, (5) career guidance program planning and implementation, (6) assessment for guidance, (7) career guidance program goals and objectives, (8) resource assessment, (9) methods assessment, (10) career guidance practices for home, school, and community, (11) placement services for rural youth, (12) evaluation, (13) staff development, and (14) community relations and involvement. A brief summary of the whole review concludes the paper. (TA)

ED 142 751 CE 011 763

Davis, Helen M., Ed. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. Life Role Development Model: A Conceptual Model for Action Planning, Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services. Research and Development Series Number 118 A2.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—63p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset D $26.00, document A2 $4.50; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Career Education, Concept Formation, Educational Development, Elementary Secondary Education, *Guidance Objectives, Guidance Programs, *Models, *Occupational Guidance, Post Secondary Education, *Rural Schools, Rural Youth, Systems Approach, Vocational Counseling, *Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This volume, one of three in the subset of support information documents, describes the life role development model, which was conceptualized following an extensive literature review including models and guidelines from local, State, and national developmental efforts from which relevant concepts were adapted. The model, which is meant to be adapted at the local level (K-14), is exemplified and expanded in the various handbooks in the series. This volume provides an overview of the model including conceptual framework, outline of procedures for each model component, and description of the action plan for life role development. References and a glossary are included. Appendixes contain outlines of program objectives in the self and interpersonal relations domain, career planning and decisionmaking domains, and life role assumption domain. (TA)

ED 142 752 CE 011 764

Kimmel, Karen S. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. Career Guidance Resources: A Handbook of Resource Abstracts–Grades K-14. Research and Development Series Number 118 A3.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—328p.; For related documents see CE 011 762-CE 011 777 ; Not available in hard copy due to type size of original

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset A $26.00, document A3 $16.60; quantity discounts available)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Career Education, Educational Resources, Elementary Secondary Education, *Guidance Programs, Information Sources, *Occupational Guidance, Post Secondary Education, Program Development, Resource Guides, Resource Materials, *Rural Schools, Rural Urban Differences, *Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This volume, one of three in the subset of support information documents for the series, contains abstracts of more than 500 printed, audiovisual, and manipulative materials that relate to career guidance. The abstracts are divided according to the major content and process components of the career guidance program: Self and interpersonal relations, career planning and decision making, life roles, planning and implementation, career development needs assessment and tests and inventories, resource assessment, program objectives, evaluation, career guidance practices, counseling, follow-up, follow-through, placement, staff development, community relations, women, minorities, and exceptional students. An extensive index also includes grade levels. Additional abstracts (57) describe career development programs being implemented in rural schools and list a contact person for each. Appendixes contain an alphabetical listing of all referenced publishers and their addresses and an alphabetical title listing of abstracted materials. (TA)

ED 142 753 CE 011 765

Axelrod, Valija And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Planning and Implementation: A Coordinator's Guide to Career Guidance Program Development. Research and Development Series Number 118 B1.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—52p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B1 $3.25; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Career Education, Committees, Community Involvement, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, Guidelines, *Occupational Guidance, Post Secondary Education, *Program Development, Program Guides, Resource Materials, *Rural Schools, Student Placement, *Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, is intended as an initial planning tool for the coordinator of a career guidance and counseling program. The handbook describes (1) establishing and orienting a career guidance program planning committee, (2) systematic procedures for planning the career guidance program, and (3) exemplary materials which could be used in a career guidance program planning-implementation effort. Section 1 discusses procedures for generating interest in and support for the program. Sample materials are provided to aid in the identification, selection, and orientation of planning committee members. Suggestions for community support of the program are also made. The planning-implementation cycle which guides the systematic development of program plans is discussed in section 2. The six steps of the cycle are described and their interrelationships are shown. A number of planning aids which can be adapted for local use are provided; techniques for effective program planning are highlighted. (TA)

ED 142 754 CE 011 766

Bush, Andrew J. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting. Research and Development Series Number 118 B2.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—145p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B2 $8.25; quantity discounts available)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Education, Community Resources, Educational Development, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, *Needs Assessment, *Occupational Guidance, Post Secondary Education, *Program Planning, Questionnaires, *Research Methodology, Resource Materials, *Rural Schools, Rural Youth, Vocational Counseling, Vocational Development

Materials contained in the 16 Volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of five program development process documents for the series, provides information on why and how to conduct a career development needs assessment. One portion of the handbook deals with the ideas

surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. Discussion and examples of procedural tools used in a needs assessment are provided. The document specifically addresses the issues of (1) identifying and involving important groups for input, (2) establishing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The other portion of the handbook documents an application of the suggested procedures in a hypothetical situation. Appendixes contain general forms for use in conducting a local career guidance needs assessment. (TA)

ED 142 755 CE 011 767

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Behavioral Objectives: A Procedural and Training Guide for the Development of Behavioral Objectives for Career Guidance. Research and Development Series Number 118 B3.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—57p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B3 $3.80; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, *Behavioral Objectives, Career Education, Educational Development, Elementary Secondary Education, *Guidance Objectives, *Guidance Programs, Inservice Education, Occupational Guidance, Post Secondary Education, Program Administration, *Program Development, Programed Materials, Resource Materials, *Rural Schools, Vocational Counseling, Vocational Development, Writing

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, describes the need for and characteristics of behavioral objectives and procedures for their development and use in a comprehensive career guidance and counseling program. Procedures for coordinating the writing of program behavioral objectives are provided. These include the role of the program planning committee, the responsibilities of behavioral objective group members and their leader, and a process for developing and reviewing program behavioral objectives. A major section of the handbook consists of a programed self-instructional manual for writing behavioral objectives. (TA)

ED 142 756 CE 011 768

Green, Richard E. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Resource Assessment: A Procedural Guide for the Identification and Use of Community Resources in Career Guidance Programs. Research and Development Series 118 B4.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—70p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B4 $4.50; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Education, Cataloging, *Community Resources, Educational Development, Educational Resources, Elementary Secondary Education, *Evaluation Methods, *Guidance Programs, Human Resources, Information Needs, Information Seeking, *Occupational Guidance, Post Secondary Education, *Program Planning, Records (Forms), Resource Materials, *Rural Schools, Surveys, Vocational Counseling

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program development process documents for the series, outlines procedures on how to conduct a resource assessment and how to categorize the information received from the assessment. Focus is on local resource assessment which involves extensive use of school staff, students, and community members. Guidelines on how to (1) identify local material, human, facilitative, and organizational resources, (2) collect and organize data on resources, (3) develop and use a resource catalog, and (4) update the resource catalog are provided. Numerous forms for obtaining information through surveys are included. (TA)

ED 142 757 CE 011 769

Davis, Helen M. Drier, Harry N.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Deciding Via Evaluation: A Decision-Making Guide for Improving Career Guidance through Evaluating Program Processes and Outcomes. Research and Development Series Number 118 B5.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—148p.; For related documents see CE 011 762-CE 011 777 ; Some parts may be marginally legible due to small type

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset B $21.00, document B5 $7.25; quantity discounts available)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Guides, Career Education, Educational Development, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Guidance Objectives, *Guidance Programs, Models, Occupational Guidance, Post Secondary Education, Program Administration, *Program Evaluation, *Program Planning, *Rural Schools, Summative Evaluation, Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in the subset of program process documents for the series, is intended for use by the coordinator in establishing a process for use of the series through systematic planning while establishing the framework for evaluation. Evaluation roles presented are formative and summative for evaluating (1) program development processes, (2) practice implementation processes, and (3) student outcomes. Section 1 of the handbook prescribes the identification of evaluation personnel and discusses effective evaluation. Section 2 deals with developing the program plan. Section 3 discusses the evaluation plan with necessary components for evaluation criteria and data sources, instruments, evaluation procedures, timelines, evaluation competency requirements, personnel available, identified inservice needs, inservice activities, and cost. Section 4 briefly introduces the process of reporting findings. The final section deals with options for actual use of the reported findings. The appendixes provide a sample program plan, evaluation plan, examples of instruments that could prove useful in implementing the evaluation plan, and a sample reporting format. (TA)

ED 142 758 CE 011 770

Hartz, John D. Kasma, Susan J.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Career Counseling in the Rural School. Research and Development Series Number 118 C1.

Journal Cit—BBB09463

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—265p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset C $40.00, document C1 $14.00; quantity discounts available)

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—Career Education, Counselor Role, Counselors, Educational Development, Elementary Secondary Education, *Guidance Counseling, Guidance Functions, Guidance Objectives, *Guidance Programs, *Guidance Services, *Occupational Guidance, Post Secondary Education, Program Guides, Program Planning, Psychological Testing, *Rural Schools, Student Testing, Test Construction, *Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook for rural school counselors, one of five in subset C of the series, provides a basic rationale for career counseling and a program for its accomplishment in rural school systems. Both content and process for delivering individual counseling to each student are covered with focus on ongoing services the rural counselor can provide programmatically, starting with a goal statement and discussing how each of the guidance services interrelate. The following services are discussed in detail, including case examples and other materials: Individual inventory service, counseling interview service, information service, coordination and referral service, and evaluation and followup service. The career counseling component described also accounts for the time and resource constraints which the rural counselor faces. Appendixes contain review of constructs important in testing for guidance, criteria for classifying occupations, an occupational checklist, and occupational decision-making guidelines. (TA)

ED 142 759 CE 011 771

Hartz, John D. Kosmo, Susan J.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. An Individualized Approach to Career Counseling and Career Placement: Introduction, Background, and Rationale. Research and Development Series Number 118 C3.

Journal Cit—BBB09463

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—52p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset C $40.00, document C3 $3.25; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Education, Community Involvement, Educational Development, Elementary Secondary Education, Guidance Counseling, Guidance Objectives, *Guidance Programs, Guidance Services, *Individual Counseling, *Job Placement, *Models, Occupational Guidance, Post Secondary Education, *Rural Schools, School Community Relationship, Student Placement, *Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, contains description and rationale for two program components presented in more detail in other volumes. Part 1 discusses an individualized approach to career counseling and provides a developmental base upon which career counseling can be planned, with focus on the counselor's role. The model for instituting a career counseling program which is overviewed here is presented in more detail along with suggested materials and activities in handbook C1. A second component, the transitional career placement program is discussed in part 2, which presents a model for combining the resources of school, home, and community to assist youth toward self-sufficiency in the transitional role change from school to their next career option. The complete program of materials, activities, and suggestions based on this model is presented in handbook C4. (TA)

ED 142 760 CE 011 772

Kosmo, Susan J. Hartz, John D.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Transitional Career Placement in the Rural School. Research and Development Series Number 118 C4.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—140p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset ($40.00, document C4 $7.75; quantity discounts available)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Education, Community Involvement, Community Resources, Educational Resources, *Guidance Programs, Individualized Programs, *Job Placement, Needs Assessment, Post Secondary Education, *Program Administration, Program Design, *Program Development, *Rural Schools, School Community Relationship, Secondary Education, Staff Role, Student Needs, Student Placement, Vocational Counseling

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, describes a variety of school-based activities designed to assist students in accomplishing that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives. The placement process is approached from both programmatic and individual student points of view. The programmatic component stresses providing activities, services, and resources that have the potential for benefiting all students. The individual component stresses ways of meeting each student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement. (TA)

ED 142 761 CE 011 773

Davis, Helen M. And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Career Guidance Practices: A Resource Guide of Suggested Group Guidance and Counseling Techniques for Use in the Home, School, and Community. Research and Development Series Number 118 C5.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—280p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset C $40.00, document C5 $14.00; quantity discounts available)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Career Education, *Community Involvement, Elementary Secondary Education, Family Environment, Field Experience Programs, *Group Guidance, Guidance Programs, *Learning Activities, *Occupational Guidance, *Parent Participation, Post Secondary Education, *Rural Schools, School Community Relationship, Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook, one of five in subset C, presents examples of multi-centered guidance practices according to focusing on home, school, and community. In the home-centered unit, five practices which enhance the quality of the home as a learning center are described, each of which builds on the strengths of the home environment as well as the interests and skills of parents. School-centered guidance practices are divided into three sections: (1) Group counseling activities that allow the counselor/teacher to impact on individual needs in small groups, (2) subject matter practices that infuse career concepts into the classroom, and (3) nonsubject matter practices that are schoolwide or districtwide in scope or are implemented in the classroom but not directly related to a curricular discipline. Community-centered practices include career fair (grades 5-9), professional exploration internship, community persons as classroom resources for career exploration, and adopt a grandchild/adopt a grandparent. References are included. (TA)

ED 142 762 CE 011 774

Novak, Jan L. Hammerstrom, Wayne A.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement. Research and Development Series Number 118 C2.

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Pub Date—77

Contract—G007500351;

Note—161p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset C $40.00, document C2 $9.75; quantity discounts available)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Education, Elementary Secondary Education, *Filing, *Guidance Programs, Instructional Materials, Learning Activities, *Occupational Guidance, *Occupational Information, Post Secondary Education, Reference Materials, *Resource Materials, *Rural Schools, Student Placement, Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for program delivery. This desk reference handbook, one of five volumes in subset C, is designed to help answer questions dealing with career guidance including how to infuse it into the classroom, how to get occupational and educational information, how to select the information materials, how to organize the materials, and how to store them so they can receive maximum use by both educators and students. There are nine sections: (1) Career resource centers, (2) identification, evaluation and selection of occupational, placement, educational, and personal-social information resource materials, (3) reading the "Dictionary of Occupational Titles," (4) the "Occupational Outlook Handbook," (5) filing systems for occupational and educational information, (6) sample materials and activities for autobiographical and biographical information, (7) sample materials and activities for career awareness, (8) sample materials and activities for decisionmaking, and (9) sample materials and activities for placement. (TA)

ED 142 763 CE 011 775

Axelrod, Valija And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Functions. Staff Development: A Procedural Guide for the Development and Implementation of a Competency Based Training Program for Faculty and Staff. Research and Development Series Number 118 D1.

Journal Cit—BBB09463

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—75p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset D $12.75, document D1 $5.00; quantity discounts available)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Career Education, Counselors, Elementary Secondary Education, Guidance Programs, *Inservice Programs, Learning Activities, Needs Assessment, *Occupational Guidance, Performance Based Teacher Education, Post Secondary Education, *Program Administration, Program Evaluation, *Rural Schools, Staff Role, Staff Utilization, *Teacher Workshops, Vocational Counseling, Vocational Development, Workshops

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of three support functions guides in the series, is designed for use by individuals involved in planning, conducting, and evaluating staff development programs. In the planning aspect of the handbook, identifying needs, developing goals and objectives, organizing the workshop, providing program publicity, and overviewing workshop planning are discussed. Information on arranging a workshop, greeting workshop participants, opening the workshop, and dismantling the workshop is provided in the section concerning conducting a workshop. Guidelines for evaluating a workshop and sample inservice program activities are also presented. A list of ideas and suggested roles for various populations involved with a career guidance program is provided. Career guidance program staff competencies and several staff development and staff survey questionnaires are appended. (TA)

ED 142 764 CE 011 776

Axelrod, Valija And Others

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Functions. Community Relations and Involvement: A Procedural Guide to Facilitate School and Community Cooperation. Research and Development Series Number 118 D2.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—84p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset D $12.75, document D2 $5.50; quantity discounts available)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Career Education, Community Involvement, *Community Resources, Educational Strategies, Elementary Secondary Education, Guidance Objectives, *Guidance Programs, *Occupational Guidance, Post Secondary Education, *Program Administration, Program Evaluation, Resource Materials, *Rural Schools, *School Community Cooperation, Vocational Counseling, Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This procedural handbook, one of three support functions guides in the series, is based on the premise that community cooperation, through a variety of strategies and under the school's sponsorship and coordination, is a source of talent for career guidance. The handbook is intended to do the following: (1) Show schools how to identify needs in the local community, (2) show schools how to identify talent and information to meet these identified needs, (3) indicate the various levels at which the community can become involved in the career guidance program of the rural school, (4) suggest strategies for involving community members and organizations in the career guidance program of rural schools, (5) delineate strategies for evaluating school-community cooperation, (6) suggest goals and objectives for school-community cooperation in the career guidance program, (7) suggest means to train staff to use a variety of school-community cooperation techniques, and (8) upgrade the image of the rural career guidance program through improved school-community cooperation. (TA)

ED 142 765 CE 011 777

Stein, Walter M.

Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Functions. Rural Community Perspectives toward Career Development: A Handbook for the Assessment, Communication and Expansion of Rural Adult Career Attitudes and Values Affecting Youth. Research and Development Series Number 118 D3.

Journal Cit—BBB09463

Northern Michigan Univ., Marquette. School of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500350;

Note—105p.; For related documents see CE 011 762-CE 011 777

Available from—Ohio State University, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (set $85.00, subset D $12.75, document D3 $6.25; quantity discounts available)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrator Guides, Attitude Tests, Career Education, *Changing Attitudes, *Community Attitudes, Community Involvement, Counselor Role, Data Analysis, Elementary Secondary Education, Employer Attitudes, Employers, Ethnic Stereotypes, Needs Assessment, *Occupational Guidance, Parent Attitudes, Post Secondary Education, *Rural Schools, School Community Relationship, Sex Discrimination, Sex Stereotypes, Social Attitudes, *Social Values, Teacher Attitudes, *Vocational Development

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This handbook is one of a subset of three program support function guides. Activities listed are designed to affect the indicators of career attitudes and values in youth, i.e., the adults of the community. The handbook describes a comprehensive program of attitudes and values identification and communication to assist career guidance personnel in expanding career aspirations and options for rural youth by diminishing racial, sex, and socioeconomic stereotypes among adults. Specific programmatic information, program techniques, and actual instruments (attitudes questionnaires, career guidance inventories, simulations) are provided for use as shown in the attitudes and values change program. Guidance staff are also given guidelines throughout to alter the materials or build their own programs from the research-based information presented. Appendixes suggest specific alternative program materials and program evaluation tools. (TA)

ED 142 766 CE 011 778

Dillman, Caroline M. Maloney, Patricia

Mainstreaming the Handicapped in Vocational Education. Serving the Visually Handicapped.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—65p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agencies, Audio Equipment, Blind, Educational Equipment, Educational Resources, Electromechanical Aids, Federal Government, Guides, Handicapped Students, Higher Education, *Individual Characteristics, *Individualized Instruction, Inservice Education, Inservice Teacher Education, Instructional Aids, Instructional Materials, Instructional Programs, Learning Modules, National Organizations, Partially Sighted, Post Secondary Education, Private Agencies, *Program Planning, *Regular Class Placement, Resource Materials, Secondary Education, State Agencies, Teaching Guides, Teaching Methods, *Visually Handicapped, *Vocational Education

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators (including administrators, coordinators, counselors, and preservice trainees) working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the legally blind and partially seeing. Specifically, the purposes are (1) to familiarize vocational educators with particular handicapping conditions of the legally blind and partially seeing including terminology, variations in severity, and differing capabilities of these students (section 1), (2) to outline and discuss plans for individualizing instruction so that it will meet the needs of visually handicapped students and will simplify the educator's task in teaching these students (sections 2 and 3), and (3) to provide vocational educators with resource and referral agencies (State, Federal, private, and nonprofit) and with various publications that can aid them in dealing with visually handicapped students (covered in a separate Resources Section). (Author/HD)

ED 142 767 CE 011 779

Smith, Claudette

Mainstreaming the Handicapped in Vocational Education. Serving the Mentally Retarded.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—69p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agencies, *Educable Mentally Handicapped, Educational Resources, Federal Government, Guides, Handicapped Students, Higher Education, *Individual Characteristics, *Individualized Instruction, Inservice Education, Inservice Teacher Education, Instructional Materials, Instructional Programs, Learning Modules, National Organizations, Preservice Education, Private Agencies, *Program Planning, *Regular Class Placement, State Agencies, Student Placement, Teaching Guides, *Vocational Education, Work Experience Programs

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, dealing primarily with the educable mentally retarded (EMR), is designed to (1) explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded. Important points in setting up an individualized instructional program for mentally handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module, and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED 142 768 CE 011 780

Bond, Richard Weisgerber, Robert

Mainstreaming the Handicapped in Vocational Education. Developing a Positive Attitude.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—41p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Attitudes, *Changing Attitudes, *Effective Teaching, Guides, *Handicapped Students, Higher Education, Inservice Education, Inservice Teacher Education, Instructional Materials, Learning Modules, Negative Attitudes, Post Secondary Education, *Regular Class Placement, School Personnel, Secondary Education, Social Attitudes, Teacher Attitudes, Teaching Guides, *Vocational Education

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. Specifically, the purposes are (1) to understand something about attitudes and how they affect learning and other behaviors, (2) to understand the bases for attitudes which can affect success in teaching handicapped students in regular (mainstream) classes, (3) to develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular (mainstream) classes. Information is presented in a question and answer format, with key questions underlined and with key answers set off in boxes. Exercises, comments, and examples have been integrated into the instructions to help the user organize and consolidate information which has just been presented. An assessment section is included to help the user demonstrate his/her ability to apply the information in practical ways. (Author/HD)

ED 142 769 CE 011 781

Weisgerber, Robert

Mainstreaming the Handicapped in Vocational Education. Developing a General Understanding.

Journal Cit—BBB09463

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007500391

Note—93p.; For related documents see CE 011 759-761, CE 011 778-781, and CE 011 868

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Education, Administrator Guides, Agencies, *Civil Liberties, Educational Planning, Educational Resources, Federal Government, Federal Legislation, Guides, *Handicapped Students, Higher Education, Inservice Education, Inservice Teacher Education, Instructional Design, Instructional Materials, Job Skills, *Job Training, Learning Modules, National Organizations, Post Secondary Education, Private Agencies, Program Evaluation, *Program Planning, *Regular Class Placement, Resource Materials, School Personnel, Secondary Education, State Legislation, *Vocational Education

Identifiers—California

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators working at the secondary level, and focuses on (1) acquainting vocational educators with the ethical and legal rights of the handicapped to vocational education services (section 1), (2) familiarizing vocational educators with particular handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students (section 2), (3) acquainting vocational educators with the components (planning, instructional design, and evaluation) of vocational education programs for the handicapped and providing illustrations from existing mainstreaming efforts for the various handicapped categories being considered (sections 3 and 4), and (4) acquainting vocational educators with resource and referral agencies and various publications available to aid them in the instruction of handicapped students (covered in the resource section). A final assessment section provides questions to serve as a check of general understanding of instructional considerations in teaching the handicapped. (Author/HD)

ED 142 770 CE 011 790

Kalangi, Christopher J. And Others

The Development of Entrepreneurs through Vocational Education. Introduction to Entrepreneurship. Modularized Instructional Units.

Journal Cit—RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—75

Note—286p.; For a related document see CE 011 791

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—*Business Administration, Business Education, *Business Skills, Curriculum, Curriculum Guides, Decision Making, Individual Characteristics, *Job Skills, *Learning Activities, Post Secondary Education, Technical Education, *Vocational Education

Identifiers—Entrepreneurs, Ohio, *Small Businesses

Designed for first year students in postsecondary technical schools, this curriculum guide, comprising 22 modularized instructional subunits, is designed to create among the students (1) an awareness of the phenomenon of entrepreneurship, (2) motivation for exploring entrepreneurship as a distinct career option, (3) acquaintance with the skills, knowledges, and attitudes required of an entrepreneur, and (4) an insight into the problems and prospects inherent in entrepreneurship. Each of the 22 subunits is organized in four major units: Concept Factors, Personal Factors, World Factors, and Managerial Transition Factors. The subunits are designed to be taught in forty-four 50-minute sessions. However, the authors note that they are flexible to the extent that they can be taught in 40 sessions or spread over 48 or 50 sessions. (A 2-week orientation to the teaching of entrepreneurship is recommended for teachers who intend to use this curriculum.) Each unit begins with a brief introduction describing its major topics. With one exception, each subunit is designed to cover a single topic, which is described in the student objective for that subunit. Each subunit includes overall and enabling objectives, resources, information for the teacher on advance preparation, instructional activities, recommended class time, and a bibliography. (SH)

ED 142 771 CE 011 791

Kalangi, Christopher J.

The Development of Entrepreneurs through Vocational Education. Project Report.

Journal Cit—RMQ66000

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—OEG-5-74-0144

Note—70p.; For a related document see CE 011 790. Several photographs and appendix X (summary of workshop evaluation) will not reproduce well

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Business Administration, Business Education, *Curriculum Development, Inservice Teacher Education, Post Secondary Education, Program Descriptions, Program Evaluation, *Teacher Workshops, Technical Education, *Vocational Education

Identifiers—*Small Businesses

The specific objectives of the project described were to (1) design and develop a prototypic, modularized, performance-based course of instruction entitled "Introduction to Entrepreneurship" which would facilitate awareness and initiate exploration of entrepreneurship, and provide the necessary content framework and preliminary supportive resources to enable its introduction into ongoing vocational programs at the postsecondary level; and (2) prepare for and conduct an inservice teacher workshop designed to motivate vocational instructors to integrate the course into their present programs. Discussion of the project covers project objectives, products, budget, personnel, the advisory committee, and the accomplishment of deliverables. Emphasis is placed on the section on accomplishment of deliverables, which discusses (in separate sections) the prototypic course of instruction, the 3-week workshop (objectives, highlights, course implementation, and curriculum revision), and workshop evaluation. Approximately half of this report is comprised of appendixes which include the following: Lists of project personnel, members of the advisory committee, and consultants; a 10-page course outline for entrepreneurship which includes student and enabling objectives; evaluation forms for the teacher training workshop and the course; workshop agenda; questionnaire on the usefulness of an entrepreneurship course; and a summary of the workshop evaluation. (SH)

ED 142 772 CE 011 861

Development and Evaluation of a Vocational Experience Curriculum for Educable and Disadvantaged Students. Final Report.

Journal Cit—RMQ66000

Hardin County Board of Education, Elizabethtown, Ky.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 76
Contract—G007500385
Note—115p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Daily Living Skills, *Disadvantaged Youth, *Educable Mentally Handicapped, Educational Objectives, Enrichment Activities, Grade 9, Integrated Curriculum, Job Skills, Mathematics, Occupational Guidance, Prevocational Education, *Program Effectiveness, Program Evaluation, Reading, Secondary Education, Simulation, *Skill Development, *Social Development, Special Education, Vocational Development, *Vocational Education, Work Attitudes, Work Experience
Identifiers—Kentucky (Hardin County)

A project was designed to measure the effects of integrating basic reading and mathematical instruction with prevocational instruction through the addition of a basic skills resource room, a technical simulation unit, and guidance and counseling to the ninth grade vocational experience program for educable mentally handicapped and disadvantaged students in four Hardin County, Kentucky, secondary schools. Research design involved pre- and posttest measurements for the investigation of 20 null hypotheses in the areas of academic achievement, self-concept, and attitude toward work concepts to determine the differences between the experimental groups (participants in the expanded program) and the control group (participants in the existing curriculum). Third party evaluation showed that for the 20 hypotheses tested, every adjusted posttest mean of the treatment groups was higher than the corresponding adjusted posttest mean for the control group (with one exception) even though all differences were not statistically significant. Greatest statistical differences were found in the arithmetic portion of the treatment, which was directly connected with the resource room. Recommendations and guidelines based on the research are suggested for use by school administrators who develop exceptional vocational education programs. Attachments and appendixes contain forms, materials, and criteria used in the study and summative evaluation. (TA)

ED 142 774 CE 011 868

Weisgerber, Robert A. Smith, Claudette A.
Improving Vocational Education Services for Handicapped Students. Final Report.
Journal Cit—BBB09463
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—AIR-53100-3-77-FR
Pub Date—Mar 77
Contract—G007500391
Note—45p.; For related documents see CE 011 759-761, CE 011 778-781, and CE 011 868
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Education, Changing Attitudes, Civil Liberties, Deaf, Educable Mentally Handicapped, Educational Planning, *Handicapped Students, Hard of Hearing, Higher Education, Inservice Education, Inservice Teacher Education, Instructional Materials, Learning Modules, *Material Development, Orthopedically Handicapped, Post Secondary Education, Preservice Education, *Program Effectiveness, Program Evaluation, *Regular Class Placement, School Personnel, Secondary Education, Skill Development, Speech Handicapped, Student Needs, Teaching Skills, Visually Handicapped, *Vocational Education, Vocational Education Teachers

The project was designed to develop a comprehensive set of instructional materials for use in the training of vocational educators who will be instructing handicapped students as a part of their regular classes. These materials were to convey information at various levels of specificity, including (1) a general understanding of the attitudes, problems, and concerns which affect the handicapped group, (2) an awareness of the needs arising from selected types of disabilities and impairments, and (3) a strategy for use when planning education for a handicapped student. Priorities for content in the resulting seven modules of instruction were established cooperatively with an advisory panel, and were developed in cooperation with consultants knowledgeable in the various handicapping conditions. Overall, the modules were found to meet or surpass the evaluators' expectations in terms of providing information on five main ideas: Rights and entitlements, attitudes toward the handicapped, information about different handicapped conditions, training the handicapped for competitive employment, and helping a particular handicapped student. (Author/HD)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the Resume Section.

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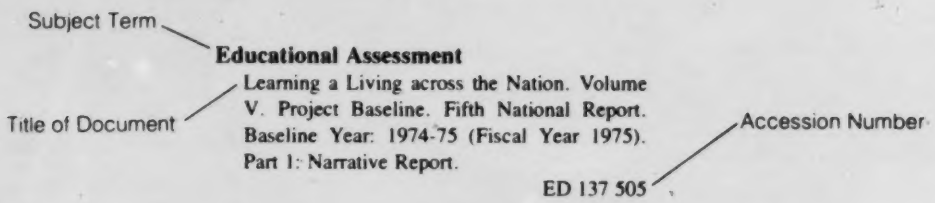
Subject Term
Educational Assessment
Title of Document
Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part 1: Narrative Report.
Accession Number
ED 137 505

Abstracts
Summaries of R & D Reports. No. 17.
ED 141 605

Academic Achievement
A Review of Career Education Evaluation Studies. Monographs on Career Education.
ED 141 584

Academically Handicapped
The U.S. Army in the 1970's: Developments in Training and Manpower Technologies. Professional Paper 77-01.
ED 142 719

Accident Prevention
Curriculum Guide for Building Construction.
ED 141 623
Safety and You on the Job.
ED 140 103

Achievement Rating
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582

Administrative Agencies
A Review of Corrections Education Policy for the Department of Health, Education & Welfare. Final Report.
ED 141 585

Administrative Personnel
Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study.
ED 140 075

Administrative Principles
Implementing Career Education. An Administrator's Handbook.
ED 140 089

Administrative Problems
Management Information Systems for Vocational Education: A National Study. Research and Development Series No. 126.
ED 141 602

Administrator Education
Evaluation and Audit of Career and Vocational Teacher Education Centers. Final Report. 1972-1973 School Year.
ED 140 081

Administrator Responsibility
Implementing Career Education. An Administrator's Handbook.
ED 140 089

Administrator Role
Competencies of Special Needs Coordinators.
ED 141 597
The Little Book on Local VOC/TEC Education Advisory Councils: A Guide.
ED 141 505

Adolescents
National Assessment of Educational Progress. Career and Occupational Development Technical Report: Exercise Volume.
ED 141 582

Adult Basic Education
Metrics for Good Measure. Level I. Audio Tape Script.
ED 142 694
Metrics for Good Measure. Level I. Instructor's Guide. Student Posttest Booklet.
ED 142 693
Metrics for Good Measure. Level I. Student Workbook.
ED 142 692
Metrics for Good Measure. Level II. Instructor's Guide.
ED 142 696
Metrics for Good Measure. Level II. Student Workbook.
ED 142 695
Metrics for Good Measure. Level III. Instructor's Guide.
ED 142 698
Metrics for Good Measure. Level III. Student Workbook.
ED 142 697

Adult Education
Teaching Adult Education Courses: The Business Management Model. Social Sciences. Agricultural Education 3. Information Bulletin 98.
ED 141 589
Teaching Adult Education Courses: The Self-Fulfillment Model. Social Sciences. Agricultural Education 2. Information Bulletin 91.
ED 141 590

Adult Vocational Education
Industry Services Leadership Development Program. Guide for Using the Self-Paced Instructional Modules. Module Number I-B.
ED 141 534
Introduction to Industry Services. Self-Paced Instructional Module. Module Number I-A.
ED 141 533
Teaching Adult Education Courses: The Employee Training Model. Social Sciences. Agricultural Education 4. Information Bulletin 115.
ED 141 588

Advisory Committees
The Little Book on Local VOC/TEC Education Advisory Councils: A Guide.
ED 141 505

Age Differences
Employment and Unemployment in 1976. Special Labor Force Report 199.
ED 142 723

Agency Role
Identifying Functions of Agencies Involved in Industry Services. Self-Paced Instructional Module. Module Number II-C.
ED 141 537
The Little Book on Local VOC/TEC Education Advisory Councils: A Guide.
ED 141 505
Proceedings: Conference on Teacher Education for Allied Health and Nursing (Georgia Center for Continuing Education, September 22-25, 1974).
ED 141 566
A Review of Corrections Education Policy for the Department of Health, Education & Welfare. Final Report.
ED 141 585

Agribusiness
Attitudes of North Dakota Implement Dealership Managers towards a Continuing Management Education Program. Report of the Research Study.
ED 140 075

Agricultural Education
Course Outlines in Vocational Agriculture. Research Project.
ED 140 080

Agricultural Occupations
Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations As Identified by Agricultural Leaders in Ohio. Summary of Research Series. SR 12.
ED 141 645

Air Force
Prediction of Air Force Technical Training Success from ASVAB and Educational Background.
ED 140 098

Airports
Career Unit. Careers at an Airport.
ED 142 737

Allied Health Education
Proceedings: Conference on Teacher Education for Allied Health and Nursing (Georgia Center for Continuing Education, September 22-25, 1974).
ED 141 566

American Indians
Career Unit. The Art of Navajo Rug Weaving.
ED 142 742

Annotated Bibliographies
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. Career Guidance Resources: A Handbook of Resource Abstracts–Grades K-14. Research and Development Series Number 118 A3.
ED 142 752
Curriculum Guide for Building Construction.
ED 141 623
The Participation of Minorities in Vocational Education, Manpower and Career Oriented Programs: Special Focus on Black Americans. An Annotated Bibliography.
ED 141 641

Aptitude Tests
Prediction of Air Force Technical Training Success from ASVAB and Educational Background.
ED 140 098

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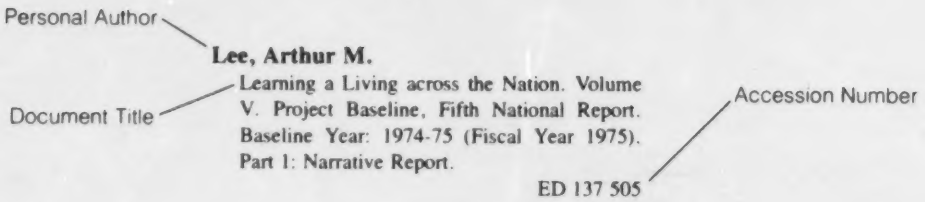
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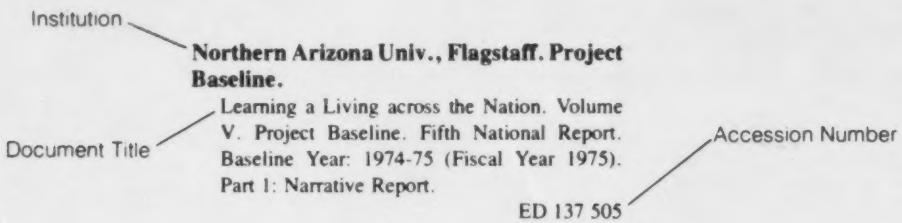
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Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. State of the Art Review: A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs. Research and Development Series Number 118 A1.
ED 142 750
Characteristics of Jobs That Are Considered Common: Review of Literature and Research. Information Series No. 102.
ED 141 638
The Development of Entrepreneurs through Vocational Education. Introduction to Entrepreneurship. Modularized Instructional Units.
ED 142 770
The Development of Entrepreneurs through Vocational Education. Project Report.
ED 142 771

The Future of Vocational Education. Papers from the Bicentennial Conference on Vocational Education (Minneapolis, Minnesota, October 10-13, 1976).
ED 141 639

Guide to the Implementation of Performance-Based Teacher Education.
ED 142 715

Index of Military Curriculum Materials Related to Civilian Vocational Programs.
ED 140 095

Management Information System for Vocational Education. MISVE Administrators' Orientation. Research and Development Series No. 127D.
ED 141 620

Management Information System for Vocational Education. MISVE Document Catalog. Research and Development Series No. 127A.
ED 141 617

Management Information System for Vocational Education. MISVE General Description. Research and Development Series No. 127C.
ED 141 619

Management Information System for Vocational Education. MISVE Technical Description. Research and Development Series No. 127E.
ED 141 621

Management Information System for Vocational Education, MISVE Source Data Input Procedures. Research and Development Series No. 127F.
ED 141 622

Management Information Systems for Vocational Education: A National Study. Research and Development Series No. 126.
ED 141 602

Manpower Information Systems: A Review and Synthesis of Information of FY 74 Projects Supported under Section 131 (a) of Part C of the Vocational Education Amendments (P.L. 90-576).
ED 142 746

Metrics for Good Measure. Level I. Audio Tape Script.
ED 142 694

Metrics for Good Measure. Level I. Instructor's Guide. Student Posttest Booklet.
ED 142 693

Metrics for Good Measure. Level I. Student Workbook.
ED 142 692

Metrics for Good Measure. Level II. Instructor's Guide.
ED 142 696

Metrics for Good Measure. Level II. Student Workbook.
ED 142 695

Metrics for Good Measure. Level III. Instructor's Guide.
ED 142 698

Metrics for Good Measure. Level III. Student Workbook.
ED 142 697

Military Curriculum Materials Identification, Selection, and Acquisition Strategies and Procedures.
ED 140 094

National Institute for Performance-Based Teacher Education. Final Report.
ED 142 714

National Large Cities Vocational Education Needs Study.
ED 141 572

Performance-Based Teacher Education: The State of the Art. General Education and Vocational Education.
ED 142 713

Programs of Guidance and Counseling Becoming of Age: Implications for Vocational Education R & D. Occasional Paper No. 25.
ED 140 101

Review of Existing Information Systems and Networks: Applicability to the Design of the SYSTEM. (A Staff Working Paper.)
ED 140 092

A Review of Literature Concerning Behaviors Which Inhibit or Reduce Sex Bias and Sex-Role Stereotyping.
ED 141 522

A System to Provide Military Curriculum Materials to Civilian Vocational and Technical Educators.
ED 140 096

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey.
ED 140 093

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Essential Leadership and Personal Development Competencies Needed in Agricultural Occupations As Identified by Agricultural Leaders in Ohio. Summary of Research Series. SR 12.
ED 141 645

Oregon State Board of Education, Salem.

Curriculum Guide for Building Construction.
ED 141 623

Oregon State Dept. of Education, Salem.

Curriculum Guide for Building Construction.
ED 141 623

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

A Safety and Health Guide for Vocational Educators. Incorporating Requirements of the Occupational Safety and Health Act of 1970, Relevant Pennsylvania Requirements with Particualr Emphasis for Those Concerned with Cooperative Education and Work Study Programs. Volume 15. Number 1.
ED 142 708

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Forecasting the Future Food Service World of Work. Final Report. Volume I. The Future of Food Service 1985-1990. Service Management Reports.
ED 142 689

Forecasting the Future Food Service World of Work. Final Report. Volume II. Centralized Food Service Systems. Service Management Reports.
ED 142 690

Forecasting the Future Food Service World of Work. Final Report. Volume III. Technical Papers on the Future of the Food Service Industry. Service Management Reports.
ED 142 691

Pennsylvania Univ., Philadelphia. Wharton Industrial Research Unit.

Demonstration Project for Institutionalizing the Upgrading of the Disadvantaged. Miscellaneous Series No. 24.
ED 142 686//

Philadelphia School District, Pa.

Evaluation of Personalized, Individualized, Vocational Occupations Training. Final Report.
ED 142 703

Prairie View A and M Univ., Tex.

To Develop a System for Interfacing the Administration and Implementation of CETA and Vocational Programs at the Local Level. Final Report.
ED 140 097

Public Research Inst., Arlington, Va.

Voucher Funding of Training: A Study of the GI Bill.
ED 141 506

San Juan Basin Area Vocational-Technical School, Cortez, Colo.

Career Unit. Careers at an Airport.
ED 142 737

Career Unit. Careers in the Environment.
ED 142 738

Career Unit. Living in the Local Community.
ED 142 739

Career Unit. Math and the Dog House.
ED 142 743

Career Unit. The Art of Navajo Rug Weaving.
ED 142 742

CEPAC Project Summary.
ED 142 741

Chef. Occupational Simulation Kit.
ED 142 728

Newspaper Reporter.
ED 142 736

Nursing. Occupational Simulation Kit.
ED 142 732

Pharmacist. Occupational Simulation Kit.
ED 142 729

Photography. Occupational Simulation Kit.
ED 142 735

Physical Therapist. Occupational Simulation Kit.
ED 142 733

Postal Employee. Occupational Simulation Kit.
ED 142 730

Simulation. Consumers Right to Know.
ED 142 740

Social Worker. Occupational Simulation Kit.
ED 142 734

Travel Agent. Occupational Simulation Kit.
ED 142 731

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

The Little Book on Local VOC/TEC Education Advisory Councils: A Guide.
ED 141 505

South Dakota Univ., Vermillion. State-Wide Educational Services.

South Dakota Statewide Core Curriculum, Career Ladder, and Challenge System. A Case History.
ED 141 647

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Teaching Adult Education Courses: The Business Management Model. Social Sciences. Agricultural Education 3. Information Bulletin 98.
ED 141 589

Teaching Adult Education Courses: The Employee Training Model. Social Sciences. Agricultural Education 4. Information Bulletin 115.
ED 141 588

Teaching Adult Education Courses: The Self-Fulfillment Model. Social Sciences. Agricultural Education 2. Information Bulletin 91.
ED 141 590

Temple Univ., Philadelphia, Pa. School of Business Administration.

Work Attitudes and Labor Market Experience: Evidence from the National Longitudinal Surveys.
ED 141 624

Texas Regional Medical Program, Inc., Austin.

Job Analysis for Nurses and Related Health Care Professionals: A Task Inventory Approach.
ED 141 571

Veterans Administration, Washington, D.C. Office of the Controller.
Occupational Graduate Employment Report: An Analysis of the Fifty Percent Employment Criterion for VA Approved Vocational Courses. 1975 Survey.
ED 141 570

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Creative Approaches to Teaching in Industrial Cooperative Training Programs. A Resource Guide for Industrial Cooperative Training Programs. Curriculum Guide 7.
ED 142 712
Guidelines for Methods and Techniques of Teaching Disadvantaged Students.
ED 141 640
Industrial Work Experiance II. Curriculum Guide. General Related Study Units.
ED 142 711
The Participation of Minorities in Vocational Education, Manpower and Career Oriented Programs: Special Focus on Black Americans. An Annotated Bibliography.
ED 141 641
Workshop on the Development of Educational Personnel to Meet the Employment and Job Placement Needs of Handicapped Persons (Donaldson Brown Center for Continuing Education, Blacksburg, Virginia, January 13-15, 1977).
ED 141 642

Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Creative Approaches to Teaching in Industrial Cooperative Training Programs. A Resource Guide for Industrial Cooperative Training Programs. Curriculum Guide 7.
ED 142 712

Washington Research Coordinating Unit for Vocational Education, Olympia.
Course Outlines in Vocational Agriculture. Research Project.
ED 140 080

West Virginia State Vocational Curriculum Lab., Cedar Lakes.
Safety and You on the Job.
ED 140 103

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.
The Development and Validation of an Inservice Program for Vocational Teachers of the Disadvantaged. Final Report.
ED 142 709
An Inservice Program for Vocational Teachers of the Disadvantaged. Handbook.
ED 142 707

Westmoreland County Community Coll., Youngwood, Pa.
Mining Technology. An Assessment Study for Educational Institutions Potential Involvement in Servicing the Mining Industry.
ED 141 601

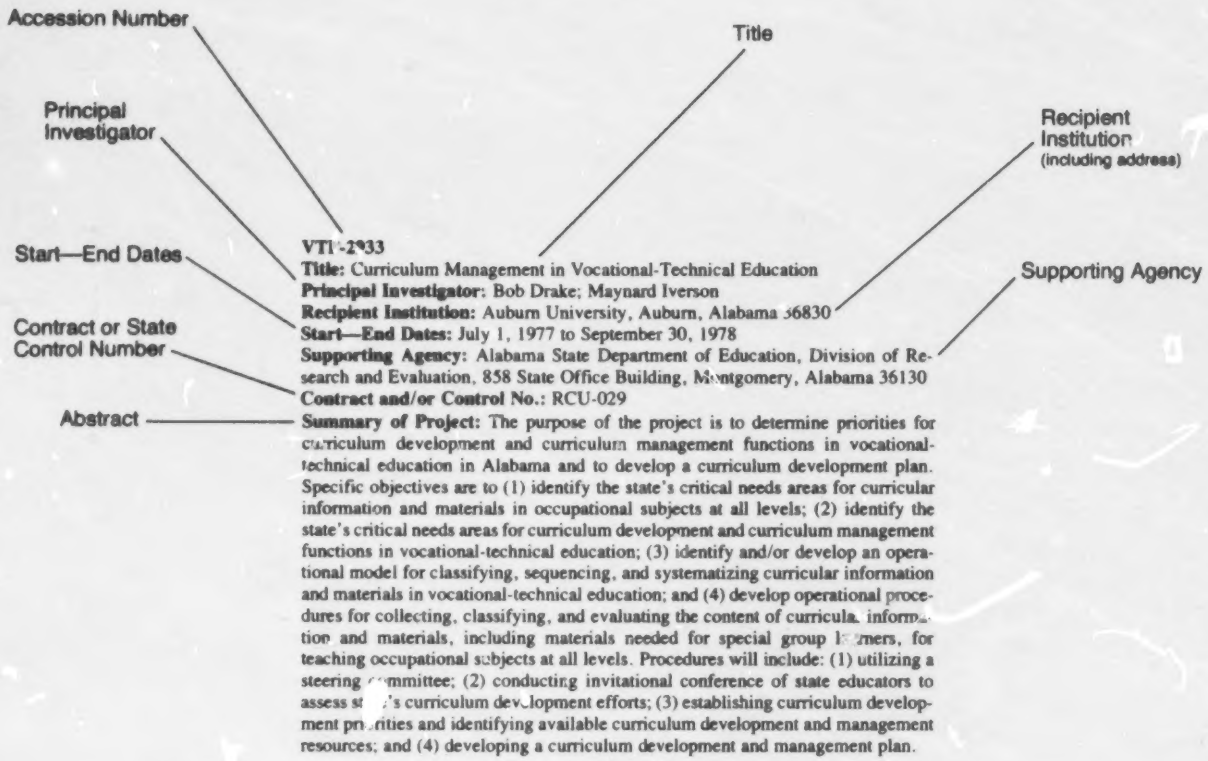
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
This We Believe. Region V, USOE Conference on Vocational Education. Report.
ED 142 745

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Articulation of Vocational Education Curriculum between Secondary and Post-Secondary Levels in Wisconsin. Final Report.
ED 140 077

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
Health Occupations Teacher Education Planning. Summary of Findings, Conclusions and Recommendations.
ED 141 599
Secondary Health Occupations Workshop. Final Report.
ED 141 600

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. An Individualized Approach to Career Counseling and Career Placement: Introduction, Background, and Rationale. Research and Development Series Number 118 C3.
ED 142 759
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Career Counseling in the Rural School. Research and Development Series Number 118 C1.
ED 142 758
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Desk Reference: Techniques and Procedures for Facilitating Career Counseling and Placement. Research and Development Series Number 118 C2.
ED 142 762
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance and Counseling for Groups and Individuals. Transitional Career Placement in the Rural School. Research and Development Series Number 118 C4.
ED 142 760
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Behavioral Objectives: A Procedural and Training Guide for the Development of Behavioral Objectives for Career Guidance. Research and Development Series Number 118 B3.
ED 142 755
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Career Development Needs Assessment: A Procedural Guide for Assessing Career Development Needs of Individuals and Groups of Individuals in a School and Community Setting. Research and Development Series Number 118 B2.
ED 142 754
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Process. Resource Assessment: A Procedural Guide for the Identification and Use of Community Resources in Career Guidance Programs. Research and Development Series 118 B4.
ED 142 756
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. Life Role Development Model: A Conceptual Model for Action Planning, Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services. Research and Development Series Number 118 A2.
ED 142 751
Career Guidance, Counseling, Placement, and Follow-Through Program for Rural Schools. Career Guidance Program Support Information. State of the Art Review: A Comprehensive Review of the Strengths and Limitations of the Rural Home, School, and Community for Improved Career Guidance Programs. Research and Development Series Number 118 A1.
ED 142 750

Sample Project Resume



VT[illegible]2933
Title: Curriculum Management in Vocational-Technical Education
Principal Investigator: Bob Drake; Maynard Iverson
Recipient Institution: Auburn University, Auburn, Alabama 36830
Start—End Dates: July 1, 1977 to September 30, 1978
Supporting Agency: Alabama State Department of Education, Division of Research and Evaluation, 858 State Office Building, Montgomery, Alabama 36130
Contract and/or Control No.: RCU-029

Summary of Project: The purpose of the project is to determine priorities for curriculum development and curriculum management functions in vocational-technical education in Alabama and to develop a curriculum development plan. Specific objectives are to (1) identify the state's critical needs areas for curricular information and materials in occupational subjects at all levels; (2) identify the state's critical needs areas for curriculum development and curriculum management functions in vocational-technical education; (3) identify and/or develop an operational model for classifying, sequencing, and systematizing curricular information and materials in vocational-technical education; and (4) develop operational procedures for collecting, classifying, and evaluating the content of curricula information and materials, including materials needed for special group learners, for teaching occupational subjects at all levels. Procedures will include: (1) utilizing a steering committee; (2) conducting invitational conference of state educators to assess state's curriculum development efforts; (3) establishing curriculum development priorities and identifying available curriculum development and management resources; and (4) developing a curriculum development and management plan.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1976 (PL-94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-3040

Continue Operation of Florida VIEW.

Principal Investigator: Woolley, William M.

Recipient Institution: Leon County Public Schools, Tallahassee, Florida

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1F11

Summary of Project: This project will continue Florida's involvement with VIEW to update and enhance the state's delivery of vocational and career education materials to primary and secondary students. Procedures will be to (1) update and make available the 1977-78 Career Scripts to school districts and other institutions wishing to subscribe; (2) update and revise the content of the Career VIEW scripts for Florida VIEW deck; (3) contract a reading specialist to lower reading levels of all new 1977-78 scripts to the 6th grade level; (4) revise the Career Search Index by adding new occupational titles and/or deleting current titles based on user requests; (5) conduct both external and internal evaluations of the program during the 77-78 operational year using impact assessment instruments and "brainstorming" sessions by key personnel; and (6) make all materials available on a statewide basis. (Sec. 133)

VTP-3041

Coordinate Vocational Curriculum Development Activities.

Principal Investigator: Perkins, L. Hobdy

Recipient Institution: University of West Florida, Pensacola, Florida 32504

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E11

Summary of Project: This project will permit the securing of human resources to complete an efficient establishment and maintenance of systematic programs operated in cooperation with the Bureau of Vocational Program and Staff Development. Objectives of the project are to (1) eliminate unwarranted duplication of efforts among institutions engaged in vocational curriculum development activities; (2) keep persons engaged in those activities knowledgeable of developments underway and of completed developments in vocational curriculum; (3) provide information to persons assigning resources to curriculum design, evaluation, and implementation about degrees of success and of problems encountered with funded programs of work; (4) establish realistic priorities of curriculum development needs on a systematic basis; and (5) provide reliable curriculum products and processes needed to increase the possibility of expanding benefits of vocational programs and courses to students, educators, and the general public. (Sec. 133)

VTP-3042

Dissemination Coordinator.

Principal Investigator: Mohr, Paul, Jr.

Recipient Institution: Florida A&M University, Tallahassee, Florida 32307

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E11

Summary of Project: Continuing and maintaining the dissemination coordinator position in the College of Education is the purpose of the project. Procedures will include: (1) conducting an ongoing analysis of the user group and their needs; (2) preparing a description of practices, procedures, and materials to be disseminated and diffused; (3) identifying advocates and their positions; (4) formulating objectives which are clearly stated in measurable terms; (5) selecting strategies to achieve objectives; (6) implementing strategies; and (7) conducting impact assessments as a basis for revising the process. (Sec. 133)

VTP-3043

Instructional Design Assistance.

Principal Investigator: Lathrop, Robert E.

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1G12

Summary of Project: Implementing a total system for identifying curriculum material needs, including locating and reviewing existing materials, field testing, revising, adapting, and developing validated materials are the purposes of the project. Objectives are to (1) provide technical assistance in development, production, and implementation of a procedure for assessing and placing priority on vocational teaching aids; (2) maintain an information system capable of identifying and acquiring research and curriculum materials in selected vocational areas and of providing information about and access to these materials; and (3) continue to develop and implement, on a trial basis, the plans for decentralized development and validation of vocational teaching aids.

VTP-3044

A Project Designed to Develop Individualized Instructional Materials (Continuation).

Principal Investigator: Downing, Charles L.

Recipient Institution: Duval County School Board, Jacksonville, Florida 32211

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304

Contract and/or Control No.: 7-1E11

Summary of Project: The purpose of this project is to continue the development of competency-based instructional materials in selected vocational programs in Duval County, Florida and to ready materials for statewide dissemination. Procedures will include: (1) conduct an eight-week workshop for 10 teachers to complete materials including extensive audiovisual sequences using a predetermined format; (2) provide services of an audiovisual specialist to assist teachers during the workshop and during the 1977-78 school year in the preparation, validation, and evaluation of instructional materials; (3) field test in classrooms and revise materials based on the field test; (4) complete unit or module development necessary to provide a total instructional package for the vocational education program; and (5) provide the Vocational Division with complete materials for approval, reproduction, and distribution. (Sec. 133)

VTP-3045

Provision of Consultive Research Assistance for Vocational Education.
Principal Investigator: Perkins, L. Hobdy
Recipient Institution: University of West Florida, Pensacola, Florida 32504
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1C11
Summary of Project: This project will purchase the consultive services of one individual through the University of West Florida to help coordinate statewide efforts to improve the vocational education efforts of the Bureau of Research, Evaluation, and Dissemination at the University of West Florida. Procedures will include: (1) keeping persons involved in R and D activities informed of developments statewide; (2) providing information to persons assigning resources to research and development about degrees of success and problems encountered; (3) establishing realistic priorities and providing reliable research and development products and processes needed to increase vocational benefits, programs, and services to students, educators, and the general public; and (4) compiling a final report with a detailed evaluation of work showing major activities with projected needs for time and human and material resources. (Sec. 131)

VTP-3046

Vocational-Technical Education Consortium of States (V-TECS) (Continuation).
Principal Investigator: Mohr, Paul, Jr.
Recipient Institution: Florida A&M University, Tallahassee, Florida 32307
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304
Contract and/or Control No.: 7-1E13
Summary of Project: This project will continue Florida's liaison with the V-TECS project and the state's commitment to competency-based education by hiring a Catalog Director to supervise a V-TECS catalog on Clothing Manager. Procedures of the director will be to (1) participate in statewide programs; (2) select and manage writing teams in the identified field; (3) train the writing team; (4) assist other catalog directors at critical points; and (5) submit to the project manager results of studies, analysis of data, catalogs of performance objectives and criterion-referenced measures, and other products required by the Memorandum of Agreement with V-TECS. (Sec. 133)

VTP-3047

Competency-Based Curriculum Production.
Principal Investigator: Kirk, George V.
Recipient Institution: Newark School District, 83 East Main Street, Newark, Delaware 19711
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: The major objective of this program is to develop and publish an additional number of competency-based curriculum modules to complement and further extend the number of modules completed to date. Specific objectives will be to develop, edit, publish, and distribute a quantity of these modules to instructional staff for field testing. Performance objectives, criterion-referenced measures, and instructional strategies will be used in the development of instructional moduels. The modules will be reproduced and distributed to other vocational programs requesting them within the state.

VTP-3048

Educational Resource Association.
Principal Investigator: Weatherly, Paul K.
Recipient Institution: Delaware Technical and Community College, Dover, Delaware 19901
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: Objectives of the project are to (1) develop and expand an inventory of community resources that will be available to educators through a centrally controlled clearinghouse; (2) develop materials and methods to encourage educators to collaborate with community resource persons and draw upon their services in developing and implementing career education activities; (3) maintain and administer an office system to centrally coordinate educator requests for community resources; (4) develop and refine materials and methods so career education activities may more directly involve students; and (5) evaluate project effectiveness. (Part D)

VTP-3049

Attrition Followup Study of Selected Occupational-Technical Students.
Principal Investigator: Parker, Doris S.
Recipient Institution: Indiana Vocational-Technical College, 1315 East Washington Street, Indianapolis, Indiana 46202
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 77-78
Summary of Project: The objectives of this project include: (1) providing information about non-completers that may lead to corrective action by the college; (2) providing documentation of the number and percentage of students who leave the institution for reasons not amenable to corrective actions; and (3) building models that will allow the prediction of which students will drop out and of the number of students who will drop out. A random sampling of 1,000 students via a survey instrument will secure demographic background, students' status and activities before leaving school, open-ended questions concerning students' reasons for leaving, and a checklist of reasons for leaving.

VTP-3050

Careers Resource Project.
Principal Investigator: Carver, David
Recipient Institution: Indiana Vocational Technical College, 3501 First Avenue, Evansville, Indiana 47710
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 83-78
Summary of Project: Project objectives are to (1) promote awareness, understanding, and utilization of career education and vocational education concepts, materials, and activities by educators in schools in the project service area; (2) promote and provide increased vocational education and career education training and inservice training for educators; (3) assess inservice needs in individual schools; (4) increase utilization of all existing vocational and career education resources within and outside the project service area; (5) provide or help disseminate information about vocational information through the media; (6) foster cooperation among various educational institutions through shared use of personnel, equipment, materials, and ideas; (7) increase dissemination and utilization of the Student Career Orientation Profile; and (8) promote use of local advisory committees. Procedures will include: (1) inservice training; (2) materials library; (3) mobile units; (4) newsletters; (5) test instruments; and (6) a vocational consultant.

VTP-3051

Comparisons of High School Seniors Enrolled in Vocational, Business, and College Prep Programs and by Race.
Principal Investigator: Lisack, J. P.
Recipient Institution: Purdue University, West Lafayette, Indiana 47907
Start—End Dates: Start Date 1 Aug 77; End Date 31 Mar 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 47-77-III-2
Summary of Project: This project will (1) provide specific data about the differences or similarities of high school students enrolled in various programs; (2) develop effective communications by sharing this data with administrators, vocational educators, counselors, parents, employers, and members of the public; and (3) assist staff members of the State Board of Vocational and Technical Education, the Department of Public Instruction, and the Commission for Higher Education and schools conducting vocational and business education programs at the secondary and postsecondary levels. Procedures will include: (1) discussions with vocational educators and counselors on procedures used to develop and present data; (2) data analysis; (3) editing the manuscript; and (4) disseminating the report. (Part D)

VTP-3052

Development and Implementation of a Student Job Placement and Follow-up Plan.

Principal Investigator: Gredy, J nn S.

Recipient Institution: Indiana Vocational Technical College, 646 Franklin Street, Columbus, Indiana 47201

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 81-78

Summary of Project: The purpose of the project is to develop a placement service which will place all students desiring work (both full and part-time) and to determine the effectiveness of placement services provided to students. Procedures will include: (1) establishing an advisory council; (2) conducting a survey of local job opportunities; (3) establishing a relationship between faculty and placement personnel; (4) initiating communication and cooperation with community agencies; (5) coordinating efforts with Indiana Employment Security Divisions within the Reg n; (6) organizing occupational information; (7) preparing students for meeting with prospective employers; (8) involving students in the operation of the job placement service; (9) following up student referrals to employers; and (10) publicizing the placement program.

VTP-3053

A Flexible, Modular Performance Based Vocational Auto Mechanics Program.

Principal Investigator: Wall, Donald W.

Recipient Institution: Carmel Clay Schools, Carmel, Indiana 46032

Start—End Dates: Start Date 1 Aug 77; End Date 31 Jul 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 46-77-III-2

Summary of Project: This project will apply and utilize the designed instructional curriculum and activities in a real classroom setting with typical high school students. Among the objectives are to (1) develop the needed teaching styles and skills within each auto mechanics instructor; (2) substantiate the workability of the prepared individual student curriculum module; (3) substantiate that several job specialists can be trained in the same facility during the same time block; (4) demonstrate that students can move through instruction at individual rates; (5) substantiate the effectiveness of the method of evaluation and recording student progress; (6) determine the best use of instructor's time; and (7) determine the instructional cost of an individualized modular performance based auto mechanics program. (Part D)

VTP-3054

Implementing a Non-Returning, Non-Graduating Student Followup System.

Principal Investigator: Ebbertt, Joel B.

Recipient Institution: Indiana Vocational Technical College-Southcentral, 8204 Highway 31-West, Sellersburg, Indiana 47172

Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 76-78

Summary of Project: Implementing a followup system on non-returning, non-graduating students is the purpose of this project. Ivy Tech will (1) identify non-returning, non-graduating students every quarter for three consecutive quarters by the use of an existing questionnaire or a newly developed one; (2) disseminate the questionnaire to each non-returning student within three weeks after identification to determine the reasons for leaving; (3) obtain responses from 50 percent of students by mail or telephone; (4) record, tabulate, and evaluate student responses; (5) evaluate the entire project; and (6) disseminate final project report to the faculty and staff of Ivy Tech and other regional institutes, the State Board of Vocational Education, and the Commission for Higher Education.

VTP-3055

Indiana Curriculum Materials Center - Vocational Education.

Principal Investigator: Reckerd, Thomas E.

Recipient Institution: Indiana State University, Terre Haute, Indiana 47809

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 24-78

Summary of Project: The purpose of the project is to provide an organized and centralized means of delivering useful vocational education curriculum materials to students and teachers. Procedures will include: (1) cataloging and recording materials and media collected and disseminated at the center; (2) maintaining a current library of materials; (3) submitting transaction, printing, travel, and fiscal reports to SEVTE; (4) developing center information tools; (5) coordinating, producing, and disseminating a curriculum newsletter; and (6) attending IVA and AVA conferences and workshops to promote ICMC activities and continuing awareness of vocational curriculum needs.

VTP-3056

A Job Placement Center for the Walker Career Center.

Principal Investigator: Geise, David C.

Recipient Institution: Metropolitan School District of Warren Township, Walker Career Center, 9301 East 18th Street, Indianapolis, Indiana 46229

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 103-78

Summary of Project: Objectives of the project are to (1) assist employers in securing young people for productive employment; (2) assist students in securing part-time and full-time jobs; (3) create a positive image towards the world of work in our community; (4) develop a file of prospective employers and employees; (5) develop a brochure of job placement for prospective employers; (6) followup recommended students and evaluate their job effectiveness; and (7) conduct job seminars to keep students informed as to job opportunities. Business and industry within our community will be invited to call the center and request recommendations for prospective employees. Students will be referred to these respective businesses for interviews and possible employment.

VTP-3057

A Plan for the Development and Implementation of a Performance Based Student Training Program in Health Occupations.

Principal Investigator: Bilger, Phyllis

Recipient Institution: Garrett-Keyser-Butler Community School District, 801 East Houston Street, Garrett, Indiana 46738

Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 56-78

Summary of Project: Overall objectives of the project are to (1) complete a performance-based student training program; (2) train specified health occupations educators in the use of the developed training program; (3) establish the beginning level of the practitioners who have completed the training program; (4) develop a proficiency examination to establish the competence of students who have completed the program; and (5) develop a small number of additional products which could be used with the overall program to permit total incorporation into several established programs in the nursing category. Procedures will be to use a developmental action research approach. (Sec. 132, 133, 135)

VTP-3058

A Project for Vocational Exploration In-Service with Indiana Counselors and Instructors.

Principal Investigator: Dudley, Gerald O.

Recipient Institution: Penn-Harris-Madison School Corporation, P.O. Box 302, Osceola, Indiana 46561

Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 7-78

Summary of Project: Objectives of the project are to provide (1) inservice career education staff development; (2) media resource display and dissemination; (3) lending library of media and equipment; and (4) communication of promising practices. Through brochure announcements to educator groups in Northern Indiana, possibilities for workshop presentations in vocational exploration techniques will be secured. A mobile training unit and career education consultants will be used. A staff will be available and a resource catalog will be updated.

VTP-3059

VTECS Coordination, Development of Three VTECS Domain Catalogs, and Development of an Agri-Business Domain Matrix.

Principal Investigator: West, B. R.
Recipient Institution: Indiana State University, Terre Haute, Indiana 47809
Start—End Dates: Start Date 1 Jan 78; End Date 31 Dec 78
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 31-78
Summary of Project: Project objectives are to (1) provide coordination for current and future VTECS catalog development; (2) develop catalogs of performance objectives, performance guides, and criterion-referenced measures for job titles in three occupational domains; and (3) develop an agribusiness matrix showing job title clusters. Among procedures will be: (1) training project directors and writing teams in catalog production; (2) serving as liaison between projects and VTECS central staff; (3) producing three VTECS catalogs; (4) evaluating and submitting interim and final products to central VTECS staff; (5) serving as Indiana's alternate board members to the VTECS Board of Directors; and (6) encouraging participation in inservice workshops.

VTP-3060

Employer Based Automotive Training Program in Central Kentucky.
Principal Investigator: Morgan, Art
Recipient Institution: Central Kentucky State Vocational Technical School, 100 Vocational-Technical Road, Lexington, Kentucky 40511
Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78
Supporting Agency: Kentucky State Department of Education, Frankfort, Kentucky 40601
Summary of Project: This project will develop an automotive training format between an employer and a vocational school. The project will concentrate on developing curriculum format that will train a student to excel in auto mechanics. Procedures will use shop experience and classroom instruction plus special training at General Motors to support each major course division. Evaluation of the course effectiveness and the employer/vocational school participation will also take place. (Part D)

VTP-3061

Placement and Followup Model.
Principal Investigator: Gary, Robert
Recipient Institution: Western Kentucky University, College of Education, Room 129, Bowling Green, Kentucky 42101
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Frankfort, Kentucky 40601
Summary of Project: This project intends to establish effective placement, followup, and management systems adaptable to local school, regional, or statewide use by the end of the second field test year in six satellite region test sites. Procedures will be to (1) plan, evaluate, develop, and implement both inservice activities to facilitate the expanded field test of the project and initial placement service; (2) publish and disseminate information regarding the system to the appropriate target population; and (3) expand the system to include all high schools and state operated vocational schools in region four and try out revised placement and followup forms, questionnaires, records, etc. (Part D)

VTP-3062

Residential Based Vocational Education for Rural Districts.
Principal Investigator: Patrick, Don
Recipient Institution: Montgomery County Board of Education, Levee Road, Mt. Sterling, Kentucky 40353
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Frankfort, Kentucky 40601
Summary of Project: This project intends to develop and field test a modified rural residential based vocational education program to serve disadvantaged learners and their families. It also will develop vocational needs assessment for the community and write and field test a plan to coordinate and administer a vocational program that integrates extensive vocational and family counseling services into the experiences of the learner. Procedures will be to focus on the following topics as they relate to learner and family: awareness, exploration, preparation and work experiences; economics of industry, work attitudes; placement, employability, and basic skills development; labor market review and vocational counseling; adult education and rehabilitation; determination of vocational competencies; family goal setting; alcoholism and drug addiction; medical, economic, housing, and transportation problems; cultural and recreational needs; and legal aid. (Part D)

VTP-3063

Rowan County Experiential Field Consortium for Selective Vocational Programs.
Principal Investigator: Fannin, Jeanette
Recipient Institution: Rowan County School System, 118 University Boulevard, Morehead, Kentucky 40351
Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Kentucky State Department of Education, Frankfort, Kentucky 40601
Summary of Project: This project intends to increase the relevance of students' academic preparation to the work world so that transition will be less frustrating and the high school dropout rate lower. Procedures will involve existing agencies, institutions, and a wide range of community resources and will include an organizational phase in July and August during which staff will be trained, students contacted, field trips planned, and orientation material written. Implementation during the 1977-78 school year will include: (1) inservice training at the beginning of the year; (2) grouping the students; (3) initial student testing; (4) planning learning activities with students; (5) setting up a "Big Brother" program with students from Morehead State University with similar vocational fields as the potential high school dropout target group; (6) assigning students to appropriate training locations; and (7) disseminating materials. (Part D)

VTP-3064

Exemplary Project: Overcoming Sex Bias, Stereotyping and Discrimination in Vocational Education Programs.
Principal Investigator: DeRouen, A. L.
Recipient Institution: Calcasieu Parish School Board, Vocational Education Department, Lake Charles, Louisiana
Supporting Agency: Louisiana State Department of Education, P.O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: This project proposes to help overcome sex bias and stereotyping by dealing with the following program components: (1) project staff development; (2) resource material center establishment; (3) course content analysis; (4) strategy model development; (5) inservice training for school personnel; (6) community information program; and (7) program refinement. Among the procedures will be: (1) hiring a staff development consultant; (2) critiquing and selecting materials related to prevention of sex bias and stereotyping in vocational education and making these materials available to counselors, teachers, and other school personnel; (3) designing a delivery system for strategy model development and execution; (4) promoting media coverage; and (5) making procedural alterations, if needed.

VTP-3065

Louisiana Occupational Training Information System (LOTIS), Phase V.
Principal Investigator: Michael, James R.
Recipient Institution: Louisiana Technical University, Ruston, Louisiana 71270
Supporting Agency: Louisiana State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The purpose of the project is to expand the scope and quality of the data base obtained in previous LOTIS studies and to facilitate increased utilization of LOTIS data by industry and planners within various governmental agencies. Procedures will include: (1) updating the oldest data in the LOTIS file; (2) improving the file's statistical reliability; (3) developing two-digit specific industry profiles; (4) including supply data in the continuous revolving data base; (5) continuing and expanding the quantitative analysis progression patterns within industry; (6) assisting in the development of a coordinated management information system for the state; and (7) expanding the utilization of the data base by parties outside the Vocational Education Bureau.

VTP-3066

Vocational Education for the Gifted.
Principal Investigator: Williams, J. M.
Recipient Institution: Louisiana Technical University, Ruston, Louisiana 71270
Supporting Agency: Louisiana State Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804
Summary of Project: The general design of the project will be to choose a group of gifted children from North Louisiana and administer a career awareness survey to the group. The group would then be given an intensive, three-week vocational education program at Louisiana Tech during the summer public school vacation period and be administered a posttest at its conclusion. Pre- and posttest results will be compared to determine if a significant increase in vocational awareness has been achieved. The test results of the program will be compared with the results obtained in the 1974 program to determine if proposed changes in technique and areas of concentration have a significant effect. Two concurrent three-semester hour graduate level courses in Vocational Choice and Psychology of the Gifted will be offered for teachers and counselors. A locally devised pre- and posttest

designed to measure knowledge of gifted children as well as vocational awareness will be administered as part of the program and results compared to determine if a significant increase has been obtained.

VTP-3067

North Haven Project for Career Development (Addendum).
Principal Investigator: Gjelton, Thomas G.
Recipient Institution: North Haven Community School, North Haven, Maine 04853
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: This project intends to institutionalize the exemplary project in career education at North Haven Community School and disseminate and introduce the program at other isolated schools. Procedures will be to (1) continue staff training at North Haven through ongoing development sessions designed to convey newly learned vocational education concepts to new staff; (2) organize a resource center available to staff and students using materials collected throughout the project; (3) use a resource librarian and purchase some materials including "The Rural American Guidance Series," a set of 16 handbooks created to assist in the planning, development, implementation, and evaluation of a career guidance and counseling program for rural and small schools; (4) hold workshops in three or four regions in Maine open to all educators from small, rural schools to help them implement similar programs; and (5) evaluate workshops by participants. (Part D)

VTP-3068

Supplementary Program to Occupational Guidance for Disadvantaged Youth (Addendum).
Principal Investigator: Seager, Eleanor M.
Recipient Institution: H.O.M.E. Co-op, Orland, Maine 04472
Start—End Dates: Start Date 1 Sep 77; End Date 30 Jun 78
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: This program intends to pilot an experience-based career education program with adults experiencing either chronic unemployment or remedial academic needs in a rural setting. Procedures will be to (1) establish community resources suitable as learning sites for students; (2) teach students interviewing, planning, decision-making, and career responsibility skills for their own learning and long-term vocational planning; (3) meet regularly with students to plan, write, and carry-through community projects; and (4) run a three-day urban survival course geared especially for those who might be unfamiliar with such a setting but with career goals that would take them there. (Part D)

VTP-3069

Adult Energy Curriculum Development.
Principal Investigator: Weiser, William
Recipient Institution: Independent School District 535, Rochester AVTI, 1926 Southeast Second Street, Rochester, Minnesota 55901
Start—End Dates: Start Date 15 Dec 77; End Date 30 Sep 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 3-CD-78
Summary of Project: Objectives are to (1) assess needs for adult consumer energy education; (2) compile information on existing consumer energy education courses in Minnesota and other states; (3) develop curriculum and audiovisual materials for adult consumer energy courses; (4) provide a vehicle for inservice and updating of adult consumer energy instructors; and (5) provide assistance to regular secondary and postsecondary instructors for integrating consumer energy education into regular curriculum. Procedures are to (1) survey adult directors to assess needs and existing courses; (2) develop needed curriculum; (3) pilot-test curriculum with adult classes in a metro and rural setting; (4) offer inservice training for adult consumer instructors from AVTI'S; (5) monitor results of program offerings around Minnesota; and (6) provide curricula training to regular programs. (Sec. 133)

VTP-3070

Adult Vocational Education Study.
Principal Investigator: Hauer, Alfred D.
Recipient Institution: Alexander Grant and Company, Minneapolis, Minnesota 55402
Start—End Dates: Start Date 15 Mar 78; End Date 15 Sep 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: A44-22778
Summary of Project: The goal of this project is to conduct a study which will result in the development of sufficient qualitative data, regarding adult education, so that both the Division of Vocational-Technical Education and the Legislature can make more plans and decisions. Procedures will include: (1) prepare and field test student survey document and employee survey document; (2) conduct survey of students in selected classes within the seven basic categories from eight TVI's; (3) conduct the same survey of students that graduated three years ago; (4) conduct survey of employers of these students; and (5) interview and document findings. (Sec. 131)

VTP-3071

Energy Adult Curriculum Development.
Recipient Institution: Special Intermediate District 287, Suburban Hennepin AVTI, 1820 North Xenium Lane, Minneapolis, Minnesota 55441
Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 2-CD-78
Summary of Project: The objectives are to (1) assess needs for introductory technical curriculum in building retro-fit; (2) compile information on existing building retro-fit courses; (3) develop curricula and audiovisual materials for adult building retro-fit courses; (4) provide inservice for Minnesota AVTI's on the developed curricula and materials; and (5) provide assistance to regular secondary and postsecondary programs in retro-fit of buildings for purposes of integration into regular curricula. Procedures will include: (1) surveying adult directors and private industry for existing materials and needs; (2) developing curricula; (3) pilot-testing curricula within own establishment; (4) providing inservice training to a minimum of one instructor from each AVTI in implementation and use of the curricula; and (5) monitoring results of local offerings around the state. (Sec. 133)

VTP-3072

Establishment of an Occupational Competency Testing Program in Minnesota.
Principal Investigator: De Rubeis, Bernard J.
Recipient Institution: University of Minnesota, Department of Industrial and Technical Studies, Duluth, Minnesota 55802
Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 3-R-78
Summary of Project: This project will develop and pilot test a system for administering written and performance occupational competency tests to potential trade and industrial teachers. Ultimate outcome is that it could suffice for part of the work experience required for teacher licensure. The Department of Industrial and Technical Studies, to be designated as the Minnesota Test Center for the National Occupational Competency Testing Institute, will (1) identify and designate facilities, shops, laboratories, and related areas required for administration of tests; (2) identify and select qualified and competent personnel to administer the written and performance tests; and (3) administer tests on selected dates. The Center will operate in accordance with guidelines established by involved agencies. (Sec. 131)

VTP-3073

Minnesota Occupational Information System Pilot Project.
Principal Investigator: Hyllested, Janet M.
Recipient Institution: Division of Vocational-Technical Education, St. Paul, Minnesota 55101
Start—End Dates: Start Date 15 Nov 77; End Date 30 Oct 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota, 55101
Contract and/or Control No.: 4-13 PF 78
Summary of Project: The project will develop base line data/information to determine the feasibility of adopting the Minnesota Occupational Information System (MOIS) into the ongoing guidance and counseling process of Minnesota schools. Based on successful outcomes of pilot tests, schools will include line items in their budgets for MOIS in succeeding years. Pilot tests of MOIS will be conducted in three educational settings: high schools, secondary cooperative centers, and postsecondary area vocational-technical institutes. Target populations will include secondary students (both vocational education and non-vocational education), potential postsecondary students, and adults (for initial training and retraining). Each user of MOIS will complete a data sheet indicating the use they made of the system, and their opinion of its value to them in the career decision-making process. Two cooperative centers, eight schools, and five area vocational-technical institutes will be participating in the pilot test. (Sec. 134)

VTP-3074

Minnesota Research and Development Center for Vocational Education Research (Basic Grant).
Recipient Institution: University of Minnesota, Research and Development Center for Vocational Education, Minneapolis, Minnesota 55455

Start—End Dates: Start Date 1 Jul 77; End Date 30 Jun 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 1-R-78
Summary of Project: Objectives of the project are to (1) stimulate and facilitate innovative research related efforts; (2) increase the number and improve the competencies of producers and consumers of career and/or vocational education research and research related materials; (3) disseminate research and research related information to assist research and development efforts and to facilitate the implementation of worthy educational innovations; and (4) create knowledge and transportable products or processes that have potential for long-range and general qualitative improvements in vocational and/or career education programs. The MRDC conducts a program of continuing research and developmental efforts based on an annual work plan prepared in consultation with several groups and agencies. It contains the programs and projects that the various groups consulted agreed are of highest priority to the state. The work plan is organized by continuing functions, the programs designed to carry out each function, and the specific projects to be conducted as part of each program of research. Estimated costs for each function and program are listed. (Sec. 131)

VTP-3075

Northeastern Vocational Operating Board (NEVO).
Principal Investigator: Morkved, Ronald
Recipient Institution: Independent School District 709, Duluth, Minnesota, 55802
Start—End Dates: Start Date 1 Jul 77; End Date 30 Sep 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 2-R-78
Summary of Project: The objectives of this project are to (1) provide a means for input on a cooperative basis concerning the vocational education delivery system; (2) define the specific present and future manpower needs of business and industry on a regional basis; (3) assist the regional AVTIs (Eveleth, Hibbing and Duluth) in developing training programs to meet short and long term identified regional needs; (4) conduct a review of regional AVTI training programs to determine curriculum and manpower strengths and deficiencies as per regional needs; (5) develop recommendations for the establishment of "Industry Major(s)" at each of the regional AVTI; (6) coordinate the development of new training programs; and (7) develop a public information effort designed to improve public awareness of opportunities in vocational education. Under direction of the NEVO Board, project staff will provide a coordinated direction to the development and implementation of a regional vocational training approach relative to effectively meeting the immediate and future manpower needs of area businesses and industry. The board will be composed of representatives of regional leaders in business and industry, labor, and elected board members of the three AVTIs. (Sec. 132)

VTP-3076

Plato-Phase II (Programmed Logic for Automated Teaching).
Principal Investigator: Enz, Pat
Recipient Institution: Red Wing Area Vocational-Technical Institute, Red Wing, Minnesota 55066
Start—End Dates: Start Date 1 Aug 77; End Date 30 Jul 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 2-E-78
Summary of Project: The objectives are to (1) provide the student with a wide variety of exercises that will help him/her memorize facts, comprehend concepts, and master skills; (2) present material to the student and then check for comprehension by requiring feedback; (3) provide complex interaction opportunities through questions and answers in the dialogue mode; (5) present a laboratory-type environment that permits experimentation with alternate solutions; and (6) provide solutions to a wide variety of problems through the problem solving mode. Each student will be guided through a curriculum using a learning path that is appropriate for him/her. This may also require reading assigned books, viewing films, or other types of learning activities. The educational needs of students will be diagnosed by pretesting and appropriate learning activities will be prescribed based on the pretest results. Records of student achievement will be maintained on the computer for use in evaluating each student's progress as well as the effectiveness of the material. (Sec. 134)

VTP-3077

Provision of Occupational and Student Program Consultant Services for Chemical Dependency in Minnesota Area Vocational-Technical Institutes.
Principal Investigator: Wiklund, Clifford
Recipient Institution: Independent School District 709, Duluth AVTI, Lake Avenue and Second Street, Duluth, Minnesota 55802
Start—End Dates: Start Date 30 Jan 78; End Date 31 Dec 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 3-E-78
Summary of Project: The project will provide (1) educational programs to increase instructor/student and employer/employee awareness of chemical dependency; (2) consultative and technical assistance in establishing school policy and procedures regarding student and employee chemical dependency; (3) consultative and technical assistance in establishing appropriate inservice programs for staff and employees of AVTI's; and (4) consultative and technical assistance in identification of and working with qualified service providers located in the appropriate AVTI service area. Procedures will be to (1) identify receptive AVTI's who desire an assistance program and provide them with information; (2) conduct research, outreach, and promotional efforts to increase OSPC service visibility; (3) assist AVTI's in establishing a system of identification, referral, and followup for students and employees, and assist in development of written policies and procedures for individual AVTI programs; and (4) assist AVTI's in identifying and coordinating appropriate, qualified community providers and services for the evolving stages of the program. (Sec. 132)

VTP-3078

Special Needs.
Principal Investigator: Sunnarborg, Thomas
Recipient Institution: Bemidji State University, Bemidji, Minnesota 56601
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: Minnesota State Department of Education, St. Paul, Minnesota 55101
Contract and/or Control No.: 1-CD-78
Summary of Project: The project will develop curriculum appropriate for preservice and inservice of vocational teachers in the priority area of special needs populations and develop and implement a dissemination system for vocational teachers of such curriculum on a statewide basis. Curriculum material and dissemination procedures will be developed by a planning and development procedure which includes the components of: needs assessment, definition of component parts, design of curriculum, development of prototype materials, field testing of materials, and dissemination on a statewide basis. (Sec. 133)

VTP-3079

Field Validation of the Career Education Curriculum Project Modules: Phase II K-6 Field Validation; 7-12 Instrument Development.
Principal Investigator: Wellman, Frank
Recipient Institution: University of Missouri, Columbia, Missouri 65201
Start—End Dates: Start Date 1 Sep 77; End Date 31 Aug 78
Supporting Agency: Missouri State Department of Education, Jefferson City, Missouri 65101
Summary of Project: This project intends to (1) utilize field sites to collect career education data for experimental/control groups in K-6; (2) analyze data and provide a summary report on K-6 field validation for C.E.C.P; (3) develop performance objectives and test items to assess pupil achievement of career education outcomes from module instruction in grades 7-12; and (4) develop process instruments to evaluate the curriculum module concepts, materials, and procedures for grades 7-12. The procedures in Phase II will be to (1) utilize selected rural and urban sites to collect experimental and control data for analysis; (2) construct test items; (3) develop administrative procedures; and (4) field test item validity and reliability and substantiate or modify the C.E.C.P. products based on this information. (Part C)

VTP-3080

Curriculum Activity Planning for Schools (Component I).
Principal Investigator: Faust, John
Recipient Institution: Keene State College, Cheshire House, Keene, New Hampshire 03431
Start—End Dates: Start Date 1 Oct 77; End Date 30 Sep 78
Supporting Agency: New Hampshire State Department of Education, Concord, New Hampshire 03301
Contract and/or Control No.: C-815(a)
Summary of Project: The project intends to (1) establish a curriculum content format acceptable to vocational educators statewide; (2) train a corps of selected local vocational educators as curriculum leaders; and (3) provide state vocational education leadership with a suggested comprehensive long range plan for curriculum revision and development for New Hampshire Secondary Vocational Centers. Procedures will be to (1) research and develop a recommended curriculum content format to be presented to a statewide review committee for adoption by state and local administrators and instructors; (2) design and conduct training workshops concerning instructional system development for locally selected instructors who will provide curriculum leadership in their secondary school area vocational center; and (3)

research and write a recommended long range plan for curriculum revision and development for New Hampshire's secondary area vocational centers. (Sec. 133)

VTP-3081

A Proposal to Develop a Safety Manual for North Dakota Vocational Programs.

Principal Investigator: Gableman, Jack

Recipient Institution: Grand Forks Public Schools, Grand Forks, North Dakota 58201

Start—End Dates: Start Date 1 Mar 78; End Date 30 Jun 78

Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismark, North Dakota 58505

Contract and/or Control No.: R-R-72

Summary of Project: The purpose of the project is to develop a safety manual for use in North Dakota secondary schools that offers vocational education programs in the areas of trade and industry, industrial arts, and agricultural education. The safety manual will be developed through the use of a writer or project director and an advisory committee to assist the writer. An initial meeting will be held to determine the scope and format for the proposed publication. Advisory committee personnel will be assigned responsibilities germane to their specific area of interest and will be requested to bring materials with them to the second meeting which is to be held to determine actual content in the manual. The writer will be responsible for integrating all the suggested materials into the manual using the format specified by the advisory committee. A final draft copy will be prepared and submitted for review at a final committee meeting to be held on a date which would provide sufficient time for the writer to complete the final draft for print purposes. The manual will be printed prior to the termination of the project and will be disseminated during an All Service Conference in August 1978. (Sec. 131)

VTP-3082

Research and Development of a Model for Improving the Technical Competencies of Vocational Teachers. (Subproject Number Six)

Principal Investigator: Heuchert, Arnie

Recipient Institution: Portland Development Center, P. O. Box 16657, Portland, Oregon 97216

Start—End Dates: Start Date 1 Oct 77; End Date 31 Aug 78

Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: This project intends to develop a plan whereby [illegible] private and public schools can use community resources to update [illegible] broaden the technical skills of vocational teachers of secondary and post secondary levels in the Portland, Eugene, and Salem areas. Procedures will be to (1) develop a system to identify needs of area teachers with regard to emerging business trends; (2) use vocational/industrial and business personnel in onsite workshops and seminars; (3) require participants to develop plans showing how they will integrate their training program with their occupational program; and (4) disseminate results to local vocational education administrators through mini-conferences and a written report. (Part C)

VTP-3083

A Unified Approach to Career Guidance and Counseling and Program Development in Secondary Schools–Phase II.

Principal Investigator: Lothspeich, Louise

Recipient Institution: Portland Public School District, 631 Northeast Clackamas Street, Portland, Oregon 97208

Start—End Dates: Start Date 1 Aug 77; End Date 30 Jun 78

Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310

Summary of Project: This project will employ a project coordinator to implement the needs common to the areas of vocational guidance and counseling as perceived through the first phase of the program. Procedures will be to (1) involve the area and building supervisors of the middle schools; (2) use the coordinator as a catalyst for providing workshops, in-service opportunities, and an ongoing exchange of project experiences and information among administrators and counselors in participating schools; (3) develop management strategies for involving total school staff in the upgrading of the counseling and guidance services; (4) focus on handicapped, gifted, and disadvantaged students and avoid sex role stereotyping; and (5) prepare a synthesis of the process used from which a writer can prepare an "Adapter's Guide." (Part D)

VTP-3084

Agriculture Resources.

Principal Investigator: Clark, Daniel A.

Recipient Institution: Altoona AVTS, 1500 Fourth Avenue, Altoona, Pennsylvania 16603

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 84-8002

Summary of Project: Objectives of the project are to (1) select curriculum materials for the course (competency based); (2) establish a cooperative "satellite" program at a DER facility; and (3) provide students with preparation for occupations in agricultural resources. Altoona AVTS and Prince Gallitzin State Park will enter into a contractual agreement. Altoona will provide administration, supervision, instruction, and certain equipment supplies. Prince Gallitzin will provide groups and classroom facilities along with periodic use of certain staff and services. Students will be identified and selected according to career interests and transported daily to the study facility at Lake Glendale. The 6,600 acres of state land and water will serve as an open classroom laboratory for study, projects, and research. The project will continually define, evaluate, and design curriculum materials, methods, and study projects for other vocational educators to share. Cooperative education activities during the summer with all phases of land and water management will be held. Extensive placement services will assist students in realistic career opportunities. (Sec. 132)

VTP-3085

Evaluation of Funded Projects for Development of Vocational Instructional Materials (Continuation of 19-6812).

Principal Investigator: Welch, Fredrick G.

Recipient Institution: The Pennsylvania State University, 105 Rackley Building, University Park, Pennsylvania 16802

Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 19-7805

Summary of Project: This project intends to (1) identify the strengths and weaknesses of vocational curriculum development projects in use in Pennsylvania; (2) develop a comprehensive listing of the nature and location and available curriculum materials to disseminate to VEIN for future use; (3) determine strengths and weaknesses in funding efforts and results of curriculum projects; (4) determine where future curriculum development monies may be best placed for maximum results; and (5) receive directions from and give input to the State Curriculum Committee and V-TECS Coordinator. Procedures will be to (1) continue onsite visits to determine the degree and direction of implementation for each funded project; (2) interview staff at project sites to identify strengths and weaknesses in strategy implementation; (3) analyze finished products with relation to amount of funding received; (4) disseminate findings to vocational education personnel throughout Pennsylvania via a quarterly newsletter; and (5) associate with vocational curriculum and V-TECS. (Part C)

VTP-3086

Teacher In-Service Workshop for Metric Measurement.

Principal Investigator: Zimmerman, C. Robert

Recipient Institution: Berks AVTS, Agricultural Building, Box 602, R.D. 1, Leesport, Pennsylvania 19533

Start—End Dates: Start Date 1 Nov 77; End Date 30 Jun 78

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 20-7836

Summary of Project: This project intends to (1) provide a two-day workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. To facilitate the implementation and to assist with the inservice workshop, a staff person(s) has been identified to provide leadership at the local level. This person(s) will (1) be made available for training; (2) plan the local workshop; (3) provide assistance to teachers during implementation; and (4) collect data for reporting the impact of the project. (Part D)

VTP-3087

Aquidneck Island Learning Center Extension Program.

Principal Investigator: Donilon, Jean

Recipient Institution: Sullivan School, Dexter Street, Newport, Rhode Island 02840

Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78

Supporting Agency: Rhode Island State Department of Education, Providence, Rhode Island 02908

Contract and/or Control No.: 1430-553-810-1-21

Summary of Project: Project objectives are to (1) establish High School Equivalency classes at the Rogers High Vocational Facility, Newport, Rhode Island; (2) provide students the opportunity to explore vocational programs as well as postsecondary programs through seminars specially designed to meet their needs; and (3) provide adults the opportunity to receive college

credit for their participation in an accredited Vocational Course. High School Equivalency classes will be conducted at the Rogers Vocational Facility and special vocational tours of the available vocational facilities will be conducted at the Rogers Vocational School. (Sec. 132)

VTP-3088

Occupational Resources Help.
Principal Investigator: DiLuglio, Domenic
Recipient Institution: Warwick School Department, 34 Warwick Lake Avenue, Warwick, Rhode Island 02889
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Rhode Island State Department of Education, Providence, Rhode Island 02905
Contract and/or Control No.: 1430-553-810-1-35
Summary of Project: Objectives of the project are to (1) expand the present occupational program to serve additional handicapped students; (2) provide intensive instruction to the handicapped students enrolled; (3) increase the present population in the occupational program to comprise 50 percent handicapped; and (4) provide resource support to the handicapped students in the non-academic portion of their program. The program is designed to explore alternative education for students 16 to 19 years of age. The student participates in the regular vocational-technical program at the facility and is released for part-time employment during the regular school day as a required part of the program. (Sec. 132)

VTP-3089

Project COPE.
Principal Investigator: Walton, Charles
Recipient Institution: Rhode Island College Urban Educational Center, Providence, Rhode Island 02905
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Rhode Island State Department of Education, Providence, Rhode Island 02905
Contract and/or Control No.: 1430-553-805-5-35
Summary of Project: This project will provide equivalency training, counseling, and opportunities to participate in activities relating to postsecondary career planning. A pilot group of 100 persons will receive high school equivalency preparation training. A questionnaire will be given to determine the individual's attitude toward and opinion of postsecondary career education. Onsite visits will be made to Rhode Island College, Rhode Island Junior College, and the Vocational-Technical Facilities in Rhode Island. Workshops and seminars will be conducted throughout the training program to emphasize equal opportunities for women. Followup surveys will be conducted. (Sec. 132)

VTP-3090

Providence Vocational Education Program for the Handicapped.
Principal Investigator: Jones, Jerome
Recipient Institution: Providence Public Schools, 150 Washington Street, Providence, Rhode Island 02905
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Rhode Island State Department of Education, Providence, Rhode Island 02905
Contract and/or Control No.: 1430-553-813-1-28
Summary of Project: Objectives of the project are to identify and select handicapped students for participation in the vocational program; (2) assess, diagnose, and prescribe within each IEP a smooth interface of academic and vocational experiences; (3) provide inservice training for the vocational and academic staffs; and (4) provide a vocational program for handicapped students. The Providence school department will identify and assess the vocational needs of a secondary level handicapped population. Inservice training of staff will be ongoing. Implementation of the total program will be in September of 1978. (Sec. 132)

VTP-3091

An Assessment of the Advisory Council for Technical-Vocational Education.
Principal Investigator: Skinkle, John
Recipient Institution: Texas A&M University, College Station, Texas 77843
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230028
Summary of Project: The objectives of this project are to (1) review and summarize the history of the establishment, membership, and implementation of the Council; (2) analyze and categorize recommendations made by the Council; (3) analyze the congruency of Council recommendations with information the Council obtained through studies, hearings, and other sources; (4) determine the extent that actions taken by the State Board for Vocational Education were influenced by Council recommendations; (5) identify evidence of changes resulting from Council recommendations (e.g., program changes, changes in board policy, levels of funding, etc.); (6) determine characteristics that tend to distinguish recommendations which result in improvement of the state's program of vocational education; and (7) develop recommendations for improving the effectiveness of the Council. Procedures will include: (1) systematic and comprehensive review of all Council publications and actions; (2) analysis of information collected by the Council and the project staff to determine congruency with Council recommendations; and (3) validation of the findings, conclusions, and recommendations of the project staff by a knowledgeable review team. (Sec. 131)

VTP-3092

An Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas.
Principal Investigator: Brown, Herman D.
Recipient Institution: Texas A&M University, College Station, Texas 77843
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230001
Summary of Project: The primary objective of this project is to make a comprehensive analysis and revision of the basic curriculum guide for teaching production agriculture in Texas. The project staff will survey other states for relevant materials to include as resource materials in developing a curriculum guide. An instrument will be designed to determine teacher reaction to the proposed revised guide. The State Director of Agricultural Education in the Texas Education Agency will be requested to appoint a 25-member state advisory committee to provide direction to the project staff. Three advisory committee meetings will be scheduled. Sub-committees will be organized throughout the State and may include additional personnel not appointed to the original state advisory committee. The state advisory committee will be responsible for validating the revised basic curriculum guide. (Sec. 131)

VTP-3093

Curriculum Development for Specialized Distributive Occupational Areas.
Principal Investigator: Patterson, Edith
Recipient Institution: Houston Independent School District, Houston, Texas 77004
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230095
Summary of Project: This project intends to field test, evaluate, revise, and prepare for publication curriculum guides in the specialized distributive education areas of fashion retailing, food distribution, industrial/wholesale marketing, and finance and credit. Procedures will be: (1) field test curriculum guides in 50 selected distributive education programs; (2) test site visits to monitor use and evaluation of guides by participating teachers; (3) revise and improve curriculum guides and prepare revised guides for publication; and (4) develop and publish final report. (Sec. 131)

VTP-3094

Design and Development of A Curriculum in Energy Conservation to Train Secondary and Postsecondary Vocational Students.
Principal Investigator: Green, C. Paul
Recipient Institution: Navarro College, Corsicana, Texas 75110
Start—End Dates: Start Date 1 Dec 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230154
Summary of Project: This project intends to develop a curriculum in energy conservation for use in secondary and postsecondary vocational education programs. The project will employ a director, curriculum specialist, and secretary on a full-time basis to facilitate the development of the curriculum in energy conservation. The director will assemble a curriculum committee with consultants that will meet twice during the term of the project. The committee will discuss the objectives and formulate a procedure for developing a curriculum in energy conservation. The final meeting of the committee will evaluate the curriculum design and make additional recommendations for implementation of the design in a pilot or model application. (Sec. 131)

VTP-3095

The Development and Pilot Testing of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education.
Principal Investigator: Griffin, Wilma
Recipient Institution: The University of Texas, Austin, Texas 78712
Start—End Dates: Start Date 15 Dec 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230176
Summary of Project: The objective of the project is to develop and pilot test a model to create an awareness of sex bias and sex stereotyping in vocational education programs. The proposed model will use homemaking teachers in the state as a subject group. The model will adapt existing materials and/or develop new materials which increase awareness of sex bias and sex stereotyping in the classroom and develop assessment instruments and teaching aids which are free of sex bias and sex stereotyping. A pilot study will be con-

ducted and appropriate revisions made. Facilitators will be trained during the first year of the project. Additional funding will be sought for a second year. During the second year, facilitators will conduct inservice meetings for all homemaking teachers in the state. Tentative plans include seeking third-year funding during which followup studies will be conducted. (Sec. 131)

VTP-3096

Perceived Importance of and Relative Time Spent on Tasks Performed by Secondary Cooperative Vocational Coordinators with Implications for Certification and Teacher Education.
Principal Investigator: Christiansen, James E.
Recipient Institution: Texas A&M University, College Station, Texas 77843
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230027
Summary of Project: This study is designed to measure the perceived importance of actual tasks performed and the relative time spent on tasks by cooperative vocational coordinators. Similarities between program areas will be examined with implications for curriculum development, certification requirements, inservice programs, and utilization of teacher aides. A list of suggested tasks will be developed and submitted to a qualified jury of vocational educators. The questionnaire will be developed using Melching and Borcher's procedural guides and analyzed by the CODAP program developed by Raymond Christal. The questionnaire will be administered at all cooperative vocational coordinators in attendance at annual summer workshops. Using CODAP, the tasks will be rank ordered and weighed according to relative time spent doing the tasks and examined for implications to curriculum development and utilization of teacher aides. (Sec. 131)

VTP-3097

A Pilot Program to Test the Effectiveness of a Career Education Delivery System for Correctional Institutions.
Principal Investigator: Monroe, W. E.
Recipient Institution: Windham School District, Huntsville, Texas
Start—End Dates: Start Date 1 Oct 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230031
Summary of Project: The project will seek to test the effectiveness of a career education delivery system for correctional institutions. Procedures will be to (1) implement a previously developed career education delivery system for correctional institutions; (2) pilot test and evaluate a delivery system and associated curriculum materials; (3) revise curriculum materials as necessary; (4) prepare revised materials for publication; and (5) develop and publish final report. (Sec. 131)

VTP-3098

Pilot Project in Vocational Gemology.
Principal Investigator: Paddock, Orlando
Recipient Institution: Paris Junior College, Paris, Texas 75460
Start—End Dates: Start Date 15 Dec 77; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230188
Summary of Project: The project intends to develop, on a pilot-project basis, a curriculum and training program in vocational gemology designed to prepare students for employment in the jewelry industry. Initially, 20 students will participate in the pilot project and will receive instruction six hours per day, five days per week, for approximately 13 weeks. Experimental instructional materials will be utilized, evaluated, and further developed to ensure that each student is adequately trained in the identification, grading, and appraisal of natural and synthetic gemstones. A fully developed and evaluated instructional program will be initiated for subsequent groups of students. (Sec. 131)

VTP-3099

A Study to Develop Techniques and Procedures to Enable the Handicapped Student to Succeed in Community College Vocational Education Programs.
Principal Investigator: Clark, Donald L.
Recipient Institution: Texas A&M University, College Station, Texas 77843
Start—End Dates: Start Date 1 Jan 78; End Date 30 Jun 78
Supporting Agency: Texas Education Agency, Austin, Texas 78711
Contract and/or Control No.: 78230191
Summary of Project: The project seeks to improve the quality of vocational/technical education for handicapped students in the community colleges in Texas by establishing criteria for the successful completion of the vocational/technical program and by identifying barriers (other than architectural) which inhibit enrollment or completion of such a program. State agencies would receive a report summarizing ways to remove these barriers, and administrators, counselors, and teachers, responsible for the student's education, would receive a guide which would help them improve vocational programs for handicapped students. Critical tasks needed to accommodate handicapped students will be identified by utilizing the Delphi Technique and a steering committee. Three recently enacted public laws will serve as references and for definitions of handicapping conditions: P.L. 94-482, P.L. 93-112, and P.L. 94-142. The study will enlist the assistance of persons who are knowledgeable in the field of vocational education for the handicapped at the community college level. (Sec. 131)

VTP-3100

Competency-Based Vocational Curriculum Development V-TECS.
Principal Investigator: Johnson, Ralph W.
Recipient Institution: Gloucester County Public Schools, Box 770, Gloucester, Virginia 23061
Start—End Dates: Start Date 9 Jan 78; End Date 7 Jan 80
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Summary of Project: This project intends to help teachers to implement performance-based curriculum and to improve teaching methods and materials employed. Procedures will be to (1) conduct workshops and/or credit classes by vocational education teachers from local colleges or universities; (2) provide time for teachers to develop materials and modules to use in providing performance-based instruction; (3) make supervisory visits to determine teacher progress and to spot problem areas; and (4) arrange for followup to teachers by vocational education personnel if necessary.

VTP-3101

Development of the I. A. Program of Studies and Services for Teachers of Industrial Arts in Virginia.
Principal Investigator: Van Dyke, Arvid
Recipient Institution: Virginia State College, Industrial Arts and Vocational Industrial Education, Petersburg, Virginia 23803
Start—End Dates: Start Date 31 Oct 77; End Date 10 Jan 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Contract and/or Control No.: 12-77-78
Summary of Project: Objectives are to (1) maintain a system for collecting, developing, and disseminating materials to assist statewide curriculum improvement activities; (2) prepare and publish a program of studies containing course descriptions, topical outlines, and course objectives for the Virginia model curriculum plan; (3) disseminate and coordinate use of materials, services, or workshops for teachers; and (4) provide research data and curriculum information for evaluation and future planning. The project will organize or develop materials necessary for a statewide system of curriculum improvement for Industrial Arts teachers. The curriculum is to be determined by the needs of teachers to implement the model plan for Industrial Arts in Virginia. Keeping resources up-to-date and available for curriculum improvement and accurate records will continue as functions resulting from the project.

VTP-3102

Materials Development for Installation of Competency-Based Instruction in Distributive Education.
Principal Investigator: Ely, Vivien K.
Recipient Institution: Virginia Commonwealth University, 901 West Franklin Street, Richmond, Virginia 23284
Start—End Dates: Start Date 15 Jul 77; End Date 30 Jun 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Contract and/or Control No.: 1-77-78
Summary of Project: This project will develop curriculum and inservice education materials for installation of competency-based instruction (CBI) in distributive education high school programs. Procedures will include: (1) conducting a one-week workshop for distributive education (DE) coordinators; (2) previewing and evaluating commercial resource materials and audiovisual holdings in the State Bureau of Teaching Materials; (3) reproducing and distributing eight competency development guides; (4) field testing a competency developing guide; (5) developing and circulating three issues of a CBI Newsletter to all DE personnel; and (6) employing three consultants to plan and coordinate workshops.

VTP-3103

Publication of Industrial Arts Guide for Exploring Technology.
Principal Investigator: Dugger, W. E.Bame, E. A.
Recipient Institution: Virginia Polytechnic Institute and State University, Industrial Arts Education, 368 Smyth Hall, Blacksburg, Virginia 24061
Start—End Dates: Start Date 1 Feb 78; End Date 30 Jun 78
Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216
Contract and/or Control No.: 10-77-78

Summary of Project: The objectives are to (1) finalize materials developed by a curriculum committee for composition and artwork and publish the guide for application, inservice, and instructional use. The project will finalize the curriculum materials for the courses, Exploring Technology and Modern Industry and Technology. The research involves the assembling of materials to insure uniformity and standard format before composition is completed. Artwork may be necessary after some revision or for graphic presentation. The final document will be printed and collated for use and dissemination.

VTP-3104

Workshop Leader/Materials Development for "A World of Choice: Careers and You."

Principal Investigator: Ressler, Ralph

Recipient Institution: Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061

Start—End Dates: Start Date 10 Feb 78 End Date 30 Jun 78

Supporting Agency: Virginia State Board of Education, Richmond, Virginia 23216

Contract and/or Control No.: 11-77-78

Summary of Project: The purpose of the project is to (1) provide curriculum materials and supplies essential for accelerating the adoption and implementation of "A World of Choice: Careers and You" by local school divisions and (2) prepare a cadre of teacher/educators able to certify prospective teachers of the course. The project will seek to add impetus to adoption of the occupational orientation course through various public relations efforts. Main focus will be a training program for teacher educators to prepare them to lead orientation workshops for prospective teachers of the course. This decentralization will permit more efficient offering of such inservice training as needed on a regional basis.

Project Title List (by state)

Florida	Continue Operation of Florida VIEW.	VTP-3040
	Coordinate Vocational Curriculum Development Activities.	VTP-3041
	Dissemination Coordinator.	VTP-3042
	Instructional Design Assistance.	VTP-3043
	Project Designed to Develop Individualized Instructional Materials (Continuation).	VTP-3044
	Provision of Consultive Research Assistance for Vocational Education.	VTP-3045
	Vocational-Technical Education Consortium of States (V-TECS) (Continuation).	VTP-3046
Delaware	Competency-Based Curriculum Production.	VTP-3047
	Educational Resource Association.	VTP-3048
Indiana	Attrition Followup Study of Selected Occupational-Technical Students.	VTP-3049
	Careers Resource Project.	VTP-3050
	Comparisons of High School Seniors Enrolled in Vocational, Business, and College Prep Programs and by Race.	VTP-3051
	Development and Implementation of a Student Job Placement and Follow-up Plan.	VTP-3052
	Flexible, Modular Performance Based Vocational Auto Mechanics Program.	VTP-3053
	Implementing a Non-Returning, Non-Graduating Student Followup System.	VTP-3054
	Indiana Curriculum Materials Center – Vocational Education.	VTP-3055
	Job Placement Center for the Walker Career Center.	VTP-3056
	Plan for the Development and Implementation of a Performance Based Student Training in Health Occupations.	VTP-3057
	Project for Vocational Exploration In-Service with Indiana Counselors and Instructors.	VTP-3058
	V'TECS Coordination, Development of Three V'TECS Domain Catalogs, and Development of an Agri-Business Domain Matrix.	VTP-3059
Kentucky	Employer Based Automotive Training Program in Central Kentucky.	VTP-3060
	Placement and Followup Model.	VTP-3061
	Residential Based Vocational Education for Rural Districts.	VTP-3062
	Rowan County Experiential Field Consortium for Selective Vocational Programs.	VTP-3063
Louisiana	Exemplary Project: Overcoming Sex Bias, Sterotyping and Discrimination in Vocational Education Programs.	VTP-3064
	Louisiana Occupational Training Information System (LOTIS), Phase V.	VTP-3065
	Vocational Education for the Gifted.	VTP-3066
Maine	North Haven Project for Career Development (Addendum).	VTP-3067
	Supplementary Program to Occupational Guidance for Disadvantaged Youth (Addendum).	VTP-3068

Minnesota	Adult Energy Curriculum Development.	VTP-3069
	Adult Vocational Education Study.	VTP-3070
	Energy Adult Curriculum Development.	VTP-3071
	Established of an Occupational Competency Testing Program in Minnesota.	VTP-3072
	Minnesota Occupational Information System Pilot Project.	VTP-3073
	Minnesota Research and Development Center for Vocational Education Research (Basic Grant).	VTP-3074
	Northeastern Vocational Operating Board (NEVO).	VTP-3075
	Plato-Phase II (Programmed Logic for Automated Teaching).	VTP-3076
	Provision of Occupational and Student Program Consultant Services for Chemical Dependency in Minnesota Area Vocational-Technical Institutes.	VTP-3077
	Special Needs.	VTP-3078
Missouri	Field Validation of the Career Education Curriculum Project Modules: Phase II K-6 Field Validation; 7-12 Instrument Development.	VTP-3079
New Hampshire	Curriculum Activity Planning for Schools (Component I).	VTP-3080
North Dakota	Proposal to Develop a Safety Manual for North Dakota Vocational Programs.	VTP-3081
Oregon	Research and Development of a Model for Improving the Technical Competencies of Vocational Teachers. (Subproject Number Six)	VTP-3082
	Unified Approach to Career Guidance and Counseling and Program Development in Secondary Schools—Phase II.	VTP-3083
Pennsylvania	Agriculture Resources.	VTP-3084
	Evaluation of Funded Projects for Development of Vocational Instructional Materials (Continuation of 19-6812).	VTP 3085
	Teacher In-Service Workshop for Metric Measurement.	VTP-3086
Rhode Island	Aquidneck Island Learning Center Extension Program.	VTP-3087
	Occupational Resources Help.	VTP-3088
	Project COPE.	VTP-3089
	Providence Vocational Education Program for the Handicapped.	VTP-3090
Texas	Assessment of the Advisory Council for Technical-Vocational Education.	VTP-3091
	Assessment of the Basic Curriculum Guide for Teaching Vocational Agriculture in Texas.	VTP-3092
	Curriculum Development for Specialized Distributive Occupational Areas.	VTP-3093
	Design and Development of A Curriculum in Energy Conservation to Train Secondary and Postsecondary Vocational Students.	VTP-3094
	Development and Pilot Testing of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education.	VTP-3095
	Perceived Importance of and Relative Time Spend on Tasks Performed by Secondary Cooperative Vocational Coordinators with Implications for Certification and Teacher Education.	VTP-3096
	Pilot Program to Test the Effectiveness of a Career Education Delivery System for Correctional Institutions.	VTP-3097
	Pilot Project in Vocational Gemology.	VTP-3098
	Study to Develop Techniques and Procedures to Enable the Handicapped Student to Succeed in Community College Vocational Education Programs.	VTP-3099

Virginia	Competency-Based Vocational Curriculum Development V-TECS.	VTP-3100
	Development of the I. A. Program of Studies and Services for Teachers of Industrial Arts in Virginia.	VTP-3101
	Materials Development for Installation of Competency-Based Instruction in Distributive Education.	VTP-3102
	Publication of Industrial Arts Guide for Exploring Technology.	VTP-3103
	Workshop Leaders/Materials Development for "A World of Choice: Careers and You."	VTP-3104

Organizational Resources

Curriculum Coordination Centers

EASTERN CENTRAL CURRICULUM MANAGEMENT CENTER

DELAWARE, DISTRICT OF COLUMBIA, ILLINOIS, INDIANA, MARYLAND, MICHIGAN, MINNESOTA, OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA, WISCONSIN

Rebecca Douglass, Director
Professional and Curriculum Development Unit
Division of Vocational-Technical Education
100 N. First Street
Springfield, Illinois 62777
(217) 782-0759

MIDWEST CURRICULUM COORDINATION CENTER

ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational and Technical Education
1515 W. Sixth Avenue
Stillwater, Oklahoma 74074
(405) 377-2000 ext. 252

NORTHEAST CURRICULUM COORDINATION CENTER

CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE, NEW JERSEY, NEW YORK, PUERTO RICO, RHODE ISLAND, VERMONT, VIRGIN ISLANDS

Joseph Kelly, Director
Bureau of Occupational and Career Research Development
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225 W. State Street
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(609) 292-6562

NORTHWESTERN CURRICULUM COORDINATION CENTER

ALASKA, COLORADO, IDAHO, MONTANA, NORTH DAKOTA, OREGON, SOUTH DAKOTA, UTAH, WASHINGTON, WYOMING

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SOUTHEASTERN CURRICULUM COORDINATION CENTER

ALABAMA, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

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WESTERN CURRICULUM COORDINATION CENTER

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